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ABSTRACT

This literacy kit is designed for adult students reading at the 0-2nd level and their teachers or tutors. It is divided into eight sections: basal reader, phonics, sight words, spelling, writing, comprehension, generative words, and survival skills. The basal reader section consists of a cross-reference guide relating chapters in the reader to topics, worksheets of comprehension questions, and a sheet of discussion questions for each chapter. The other sections provide worksheets, word lists, or questions. All sections contain directions and information for the teacher and conclude with bibliographies. The sections are interrelated and designed to reinforce learning. A general bibliography contains 16 references. Included with the literacy kit is the adult basal reader entitled "Sam and Val." (YLB)

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BASIC LITERACY KIT

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SAM AND VAL. AN ADULT BASAL READER

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Written by Sylvia Lotspeich Greene
Illustrated by Joann Wheeler

Community Learning Center
Cambridge, Massachusetts

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Federally funded with an LSCA Title VI grant
administered by
The Massachusetts Board of Library Commissioners

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Sylvia Lotspeich Greene
Joann Wheeler

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INTRODUCTION AND RATIONALE

This Literacy Kit is designed for adult students reading 0–2nd level and their teachers or tutors. Many excellent materials are already out there in the field, as will be seen in the Bibliography, and in the frequent keys to pages in these materials; however, what is needed is a coherent language arts program for the literacy-level student which incorporates all the good work already being done, and fills in some gaps.

Underlying the design of this Kit are several assumptions, many of them obvious and well-documented, and some that may be controversial. They are presented in the hopes that they may be challenged and discussed in the adult education community:

(1) When we choose reading material for our students, we should remember that adult literacy students, like their teachers and like children, enjoy reading in order to escape. They do not necessarily want a steady diet of readings about the difficult circumstances of their own day-to-day lives. Many of the otherwise excellent high interest/low reading level materials produced in the last ten or twenty years intended to be "relevant" have turned out to be perceived as irritating and ultimately condescending by our students. Our students may sometimes prefer to read about movie stars or whales or science fiction rather than drug abuse and farm accidents. We need to really listen to what they like for content. (See sample Interest Inventory in Comprehension section.)

(2) If we really listen to what our students want from us, and therefore what is really most relevant to them, they often want to be able to *read* and *spell*. They want to be able to accurately decipher those black marks on the page and eventually produce them themselves. Teachers and tutors often mistakenly assume that teaching the basics of reading and spelling to adults is too elementary or too boring; but our students usually feel differently. They know what they need, and withholding those skills from them in the name of respect or relevance is like trying to teach carpentry without offering tools. The most caring and empowering and ultimately radical act on our parts is to use all we know to pass on to our students the basic skills that we are lucky enough to use when *we* read. Besides, basic skills work can be fun. And it is possible to introduce the element of meaning from the very beginning while teaching phonics and spelling. The holistic or meaning-centered approach need *not* be inconsistent with the "subskills" approach.

(3) On the other hand, what eventually gets most in the way of our students' comprehension is a kind of learned passivity and defensiveness in front of print, and a disinclination to use in a reading and writing situation the same good thinking skills they use at home, in the workplace and on the street. Therefore we must also do our best, as we teach "the basics," to help our students be more conscious, more

questioning, and more active in relation to print, and ultimately in relation to their community and the world.

(4) It is a miracle that our students have first of all confronted a painful problem, then made it in to one of our programs, and then managed to organize their lives around home, work and school. Their time (and ours too) is precious, and we are all in for a long haul, so we owe it to them to figure out what they are good at and what they need through good interviewing, diagnosis, observation and listening, then help them learn what they want to learn as thoroughly and efficiently as we can. We need to be very careful not to take up class time with activities that are not directly addressing their needs, while at the same time ensuring a relaxed, supportive, flexible atmosphere.

(5) When we work with literacy-level students, we are privileged to be working with a group of people with many strengths and gifts. We need to focus on these strengths and make use of them in all our language activities. In comparison to kids, adults obviously have a wealth of experience and oral language ability. We need to tap into this in classroom discussions, language experience stories, journal-writing and counseling situations.

(6) Any good literacy program must have a strong counseling component. Our students' literacy needs are often the least of their problems, overshadowed by health problems, problems in primary relationships at home, childcare and childrearing problems, legal problems and housing problems. All of these affect attendance, and it is well-known that poor attendance and high attrition rate are among the most common negative factors affecting progress of adults in school. Programs must either provide counseling in-house, or train all teachers and tutors to be good counselors as well, and be able to make referrals when necessary. And we must recognize that students are often each other's best counselors. For this reason it makes sense to teach literacy-level students in groups all or at least part of the time.

(7) Many of our students who read 0–2nd level have various types and degrees of dyslexia. They not only still carry their original learning disability, but usually the additional burden of low self-esteem and ineffective, self-defeating reading and writing strategies which are sometimes more difficult to get past than the original learning disability. Unlike more affluent people who likely went through better school systems and had access to learning disabilities testing, many of our students have never had proper diagnostic testing, and have always blamed themselves for their reading and writing problems. Many learning-disabled adults who finally get a diagnosis feel enormous relief, and are able to focus appropriate anger where it belongs, on their school systems and all the people who misunderstood and mislabeled them, rather than on themselves.

For these learning-disabled students, and to a lesser degree the non-learning-disabled students at this level, it is imperative that basic skills be presented in a coherent, sequential, cumulative manner using multisensory approaches, with ample opportunity for drill, reinforcement and overlearning. It is also important that this exhilarating but exhausting basic skills work not be the only component of the program, thus the eclectic approach of this Kit.

The high incidence of dyslexia in this group also necessitates a program providing *at least* three sessions a week of at least an hour's duration, and preferably four or five days a week of two or even three hours' (with a few breaks included). One session a week, even a long one, is much worse than nothing, as it raises the hopes of both teacher/tutor and student, then dashes them. Our students do not need another experience of academic failure, and we do not need to lose good teachers and tutors from the field. Even two sessions a week is not really enough, though it is preferable to nothing. Students at this level have trouble retaining language-based information, and need nearly daily reinforcement.

(8) Drop-in situations, fine for the GED and perhaps for the Intermediate student, are totally inappropriate for literacy-level students. They need a structured, regular program designed to meet their needs.

(9) They also need to be taught by trained, professional reading teachers, or by volunteer tutors who are under the close supervision of a professional. Even thoroughly-trained volunteers who have been through one of the several excellent available literacy tutor training programs should not be expected to work with literacy-level students without support. The ideal model, then, would seem to be a small class (no more than 8) meeting at least twice a week (preferably three or four times) for at least an hour (preferably two), with one or more volunteer tutors working right in the classroom as aides (thus receiving continuing on-the-job training after their initial workshops), and all or some of the students receiving further individual tutoring before or after class or on a different day.

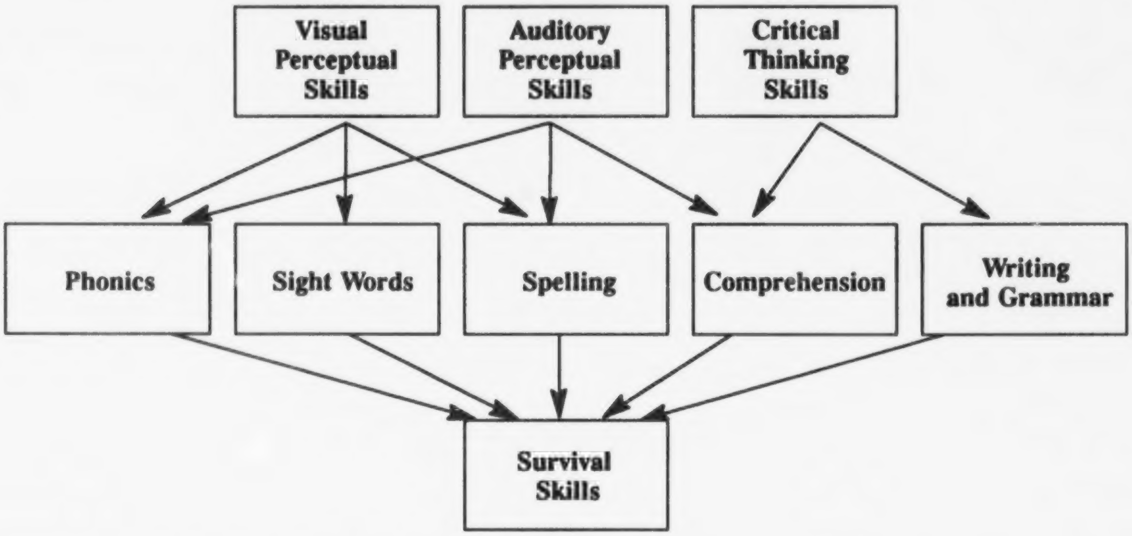
(10) It should be said that even under these ideal conditions, the work in this manual might take anywhere from *one to three years*.

The choices that were made in presenting this Kit, and the suggestions that accompany all worksheets and activities, rest on the preceding assumptions.

ORGANIZATION

Having said that we must respect our students' time, it is nevertheless true that in an hour, and certainly in two hours, a student or group of students can do several different activities. In fact one *must* do so in order to cover all that needs to be taught, and to keep things lively for people who may have problems concentrating.

One might conceive of a total language arts program for literacy-level students as encompassing the following:



For each of these areas, it is useful to have a scope and sequence chart of specific skills to be covered. These charts serve as curriculum guides to the teacher, and can also be placed in each student's folder as a progress checklist. (In this manual, these are called "Progress Sheets.")

It should be noted that for some of the Progress Sheets, the skills are in the order that they should be taught. For example, on the Phonics Progress Sheet, the consonants are taught first because they are easier, and short vowels are taught before long vowels with final silent *e*. For other Progress Sheets, the skills are in a simple list in no particular order. On the Survival Skills Progress Sheet, for example, there is no reason reading medicine labels should be taught before reading bus schedules.

In any one session, then, students might do three or four activities: perhaps journal-writing for 15 minutes, phonics for a half hour (including oral warm-up, board work, and seat work with worksheets or games), sight words for a half hour, and a story with either a worksheet with comprehension questions or a follow-up writing activity for a half hour. Stories could be language experience stories written by students, newspaper stories written down to an easier reading level, stories from existing commercial adult reading materials, or the basal reader included in this Kit. Or the story might be replaced by an activity around a survival skill like filling out an accident report form or keeping a log on the job as a security guard that is related to something happening to someone in the class. Or the journal-writing might be replaced by another kind of writing activity. Spelling is always the flip side of the phonics and sight word lessons, with the addition of a few basic spelling rules, and specific words each student has missed and would like to learn.

Therefore this Kit is divided into the following sections:

1. Basal Reader
2. Phonics
3. Sight Words
4. Spelling
5. Writing
6. Comprehension
7. Generative Words
8. Survival Skills

(See Table of Contents for a breakdown of each section.) At the end of each section is a Bibliography. For the Phonics section, particular page numbers in different published materials are given at each step along the way.

BASAL READER

Many children over the years have learned to read from basal readers. These series have varied in quality, but the best of them move carefully from easy to more difficult, gradually introduce phonetic principles and new sight words, then reinforce them through repetition, all within the context of a coherent story line. Usually the story revolves around one family. The strength, then, of these basal readers is that they are sequential, cumulative and coherent.

Within the last twenty years or so there have been attempts to provide similar basal readers for beginning adult students, usually in the form of a total reading program from a particular publisher. Some of these adult basal readers are very good; but on the whole, they all have one or more of the following shortcomings:

a. They don't begin easy enough for the most basic of our readers, and then they move too fast;

b. With a few exceptions, they use either a phonetic or a sight word approach, rather than a combination;

c. There are a lot of men in 1950's hats and women in aprons—in other words, they are full of sex role stereotypes, and suffer from a suburban slant. Even the urban scenes have a suburban flavor;

d. If there is racial and ethnic diversity, it is only cosmetic. One can almost pinpoint the year that certain faces in the illustrations were shaded in;

e. They are nearly totally devoid of liveliness and humor and any hint of real-life tensions.

The basal reader that is a part of this Kit is an attempt to take one family and their neighbors in a multicultural urban setting and try to tell some stories about them. The phonetically regular vocabulary follows the same progression as the steps on the Phonics Progress Sheet, and the sight words that are gradually introduced are in the same order indicated on the Sight Word Progress Sheet. The days of the week and the numbers one to ten are woven in. In addition, every few chapters a longer "generative word" is introduced from a pool of such words deemed to be powerful across subcultures within the United States. (See section on Generative Words.)

These stories will inevitably sound quite stilted and artificial, especially the dialogue, and especially in the early chapters, given the limited vocabulary available; but an attempt has been made within these limits to touch on some issues common to the lives of most adults.

All work with phonics and sight words and generative words in the other sections of this Kit can be tied in with the basal reader, or done separately. The relevant worksheets from those three sections should be done *before* the related chapter is read so that the student will not be encountering any words s/he has not had a chance to practice. The reader will notice, however, that occasionally words will appear in a chapter for which the student has *not* been prepared. For example, a number of words with initial consonant blends are used before the skill is introduced in the phonics sequence. Forgiveness is asked!

Following this introduction is a Cross Reference Guide Sheet which indicates what phonics and sight words and generative words are presented in each chapter, and what the numbers are of corresponding lists and worksheets.

After the student has read a particular chapter, sentences from that chapter can be given as spelling dictations. This is possible because the vocabulary is so highly controlled.

There are worksheets of comprehension questions easy enough for the students to read independently in class or at home, to copy for the student. For each chapter there is also a sheet for the teacher/tutor of additional suggested questions for discussion either before or after reading the chapter. Students may like to carry around the whole book, or may prefer getting a chapter at a time.

A decision was made to make the basal reader standard size, rather than pocket size, to ensure clarity of print and illustrations and ease of photocopying.

Cross Reference Guide Sheet 1

Basal Reader Chapter	Phonics	Sight words	Generative Words	Numbers	Days of the Week	Phonics Word Lists	Phonics Work-sheets	Sight Word Worksheets	Sight Word Sentences
1	short a	I, my, name, is	mother, family			1	1a	1a, 1b	
2	short a	this, home, live, in, work, at, am				1	1b	1a, 1b 2a, 2b	
3	short i, plurals & possessives	his, good, have, it, to				2, 3	2, 3	3a, 3b	1
4	sh, ch, th	that				4a, 4b, 4c	4a, 4b, 4c	4a, 4b	2
5	–tch, wh & –ff, –ll, –ss, –zz	are, be, said, you, they				4c, 4d	4b, 4c	5a, 5b	3
6	short u	go, from, she, he, her, will				6	6	6a, 6b	4
7	–ck, y, w	me, come, was, with, were	clinic			4e, 5	4d (none for y, w)	7a, 7b	4
8	"					7	7	7a, 7b	4
9	short o			one		8	8	7a, 7b	5
10	"	know, for, had, what, when, your				9	9	8a, 8b	6
11	short e & contractions	see	television, help	two		10, 11, 12	10, 11, 12	9a, 9b	7
12	qu & vccv	done, not, give, today, do		three	Sunday	13	(none for qu)	9a, 9b	7
13	–ng		love	four	Monday	14	14	9a, 9b	7

Cross Reference Guide Sheet 2

Basal Reader Chapter	Phonics	Sight words	Generative Words	Numbers	Days of the Week	Phonics Word Lists	Phonics Work-sheets	Sight Word Worksheets	Sight Word Sentences
14	–ng, –nk, –ck		school	five	Tuesday	15	15a, 15b	9a, 9b	7
15	sl, fl, sm, sn & –ing	does, or, all				16a	16a	10a, 10b	8
16	bl, cl, gl, pl, st, dw, tw & –es	who, we, of, them	phone, food	six, seven	Wednesday	16a	16b	10a, 10b	8
17	r–blends & –ed	why, out, talk	court	eight	Thursday	16b, 16c	16c	11a, 11b	9
18	3-letter initial consonant blends	want	fight	nine, ten	Friday	17	17	11a, 11b	9
19	2-letter final consonant blends		party		Saturday	18	18		
20	short a/ long a		death, friend			19a	19a, 19b		
21	short i/ long i					19b	19c, 19d		
22	short o/ long o		world			19c	19e, 19f		
23	short u/long u					19d	19g		
24	short e/long e					19e	(none for long e)		
25	all long vowels with final silent e					19f			

Name ____________________
Date ____________________

CHAPTER ONE

Questions

1. The dad is
   a. Val
   b. Sam
   c. Mag
   d. Nat

2. Mag is the mother. True or False?

3. Sam, Val, Nat and Mag are a
   — — — — — — .

4. This family has __________ in it.
   (1,2,3,4)

Name ____________________

Date ____________________

CHAPTER TWO

Questions

1. Val works in a
   - a. lab
   - b. cab
   - c. jab
   - d. nab
2. Val works in a lab and at home. True or False?
3. Sam works in a __________ .
4. This family works at
   - a. name
   - b. home
   - c. a lab
   - d. cab

Name ____________________

Date ____________________

CHAPTER THREE

Questions

1. The man in Sam's cab has the name
   ____________ .
2. Dan has a bad home. True or False?
3. Dan has to sit. Why?
   - a. Dan has a good family.
   - b. Sam will have a big tip.
   - c. Dan has good work.
   - d. Dan has a bad hip.
4. Val's pan has a good lid. True or False?
5. Work can be good and __ __ __ .
6. Sam and Val have to work. Why?
   ____
7. 1 or 2?
   - ___ The ball is in.
   - ___ Nat had a miss.
8. Mag hid _____, _____, and _____.

Name ________________
Date ________________

CHAPTER FOUR

Questions

1. Val will fix fish. True or False?
2. Nat will mash the __________ .
3. Mag will work with
    - a. Val
    - b. Sam
    - c. Al
    - d. Nat
4. Is yams a good dish? ____________
   (yes or no?)
5. Sam works a good shift. True or False?
6. Sam has to work
    - a. 3 to 11
    - b. 9 to 5
    - c. 11 to 3
7. In the cab with Sam is
    - a. Val
    - b. Mag
    - c. Al
    - d. Nat
8. Al is ________________ .
   (thick or thin?)

Name ____________________
Date ____________________

CHAPTER FIVE

Questions

1. Did Al and Sam tip into the ditch?

   ______________ .
   (yes or no?)

2. Val asks Sam, "Which ____________ are you in?"

3. Sam is in
   a. Al's cab
   b. the bad cab
   c. Dan's cab
   d. the tan cab

4. The cab works. True or False?

5. Mag will have a bath. True or False?

6. Mag has to have a ____________ in the bath.

7. Is Mag sick? ______________ .
   (yes or no?)

8. Mag is sad on Val's lap. True or False?

9. Sid is Nat's _ _ _ .

10. Tad is at bat. True or False?

11. Which wins?
    a. Nat
    b. Sid
    c. Al
    d. Dan

Name ______________

Date ______________

CHAPTER SIX

Questions

1. Sam will have a bath. True or False?
2. Val and Sam are mad. True or False?
3. Val said Sam is a ____________ .
4. Sam said Val is a ____________ .
5. Did Val hit Sam? ____________ .
(yes or no?)
6. Did Sam go to work in a huff?
____________ .
(yes or no?)

Name ________________

Date ________________

CHAPTER SEVEN

Questions

1. Mag is sick. True or False?
2. Val hugs __________ .
3. Nat will go with __________ to the clinic.
4. Sam will be
    a. at home with Mag
    b. at work with Al
    c. at the clinic with Nat
5. At 9:00 Nat has lunch. True or False?
6. From 9 to 12, Sam and Mag were at __________ .

Name ____________________
Date ____________________

CHAPTER EIGHT

Questions

1. Sam's cab is stuck in the ____________ .

2. Sam and Al have to go back to work in a cab. True or False?

3. Did it work to back up? ____________ .
(yes or no?)

4. Al is Sam's
   a. chug
   b. cab
   c. much
   d. chum

Name ________________

Date ________________

CHAPTER NINE

Questions

1. Val said Mag can not have a doll. True or False?
2. Val and Mag will go to a __________ shop.
3. They go to the shop in a
   a. cab
   b. bus
   c. truck
4. Mag picks one doll. True or False?
5. The doll costs a lot. True or False?
6. 1, 2 or 3?
   ___ The man said the box will have a top.
   ___ Val and Mag are up.
   ___ Mag picks a doll.

Name ________________
Date ________________

CHAPTER TEN

Questions

1. Val's boss is
    a. Tom
    b. Dan
    c. Ross
    d. Todd
2. Can Tom have fits? ____________ .
    (yes or no?)
3. Val has to mop up
    a. Tom's fit
    b. a bit of fog
    c. what was in the dish
4. Val said "Off my back!" to Tom. True or False?
5. At the end, is Tom bad? __________ .
    (yes or no?)

Name ____________________
Date ____________________

CHAPTER ELEVEN

Questions

1. Which kid comes in at six?
   a. Nat
   b. Sid
   c. Mag
   d. Ben

2. "Hit Man" is at Sid's. True or False?

3. Did Val and Sam see a lot of T.V. as kids? ____________ .
   (yes or no?)

4. Val said "Hit Man" is _ _ _ _ _ .

5. Nat gets mad. True or False?

6. Val gets mad. True or False?

7. Tell what Sam and Val let Nat see.

   ____

8. Tell what Val and Sam's plan with the T.V. is at the end.

   ____

Name ______________

Date ______________

CHAPTER TWELVE

Questions

1. What day was it? __________
2. Nat was at home. True or False?
3. Mag said "Let's go to the
   a. bus
   b. zoo
   c. cab
   d. lab."
4. Val and Sam ran to the ducks with Mag. True or False?
5. Who has a fit? __________
6. The name of the cop is __________ .
7. Val is mad, but she gives Mag a __________ .
8. Was Mag lost? __________
9. Were Val and Sam bad to lag a bit?
   ____

Name ____________________

Date ____________________

CHAPTER THIRTEEN

Questions

1. Beth works with
   a. Al
   b. Sam
   c. Mag
   d. Val
2. Beth has three kids. True or False?
3. Who helps Beth with her kids?
   ________________ and ________________
4. Tom has lunch with Beth and Val.
   True or False?
5. When does Beth wish she had a man to help her?
   ____
6. Is Al fat or thin? ___________
7. Beth said love can be
   a. fun
   b. sad
   c. fun and sad
8. Who thinks Al and Beth hit it off, Al or Beth? _____________

9. Did Beth have fun with Al at lunch?

____

10. Does she love him? __________

11. Do you think she will love him in a bit? _______________

Name ____________________

Date ____________________

CHAPTER FOURTEEN

Questions

1. Pam is in school with Nat. True or False?

2. Does Nat think of himself as a hunk?

   ____

3. Why is Val home at five o'clock?

   ____

4. Does Nat think he can act slick?

   ____

5. Sid said Nat has to
   a. sing
   b. wink
   c. hang
   d. wing

6. Nat runs to the home of
   a. Sid
   b. Pam
   c. Beth
   d. Val

Name ________________

Date ________________

CHAPTER FIFTEEN

Questions

1. Put a 1, 2 and 3 next to the things Sam will do:
   ___ nap in the cab
   ___ snack
   ___ go home
2. The man flags the cab next to
   a. the clinic
   b. his home
   c. the school
3. Sam wants to __________ the man.
4. What does Sam have with him in the cab that helps him?

   ____
5. Sam can think fast. True or False?
6. Does Sam pick up the cash box? ____
7. Sam acts like a
   a. fish
   b. duck
   c. fox
8. Why does Sam say "I **will** see Val?"

   ____

Name ______________

Date ______________

CHAPTER SIXTEEN

Questions

1. Tess Smith is the mother of
   - a. Sam
   - b. Val
   - c. Nat
   - d. Mag
2. It is seven o'clock when Tess phones Sam and Val. True or False?
3. What three things does Sam do that let you know he is upset?

   ____

   ____

   ____
4. How long is Tess's trip?

   ____
5. Tell one thing Tess does that Nat and Mag like.

   ____

6. When she comes in, what does Tess have on?

____

7. Put a 1, 2 and 3 in the blanks:

___ Tess was thinking
___ Tess was a big boss to Sam
___ Tess lets Sam and Val have fun

Name ________________
Date ________________

CHAPTER SEVENTEEN

Questions

1. Why is Nat upset?
    - a. Val is yelling
    - b. Mag is being bad
    - c. Sid is in court
    - d. He is sick

2. Put a 1, 2 or 3 in the blanks:
    - ___ The trash man grabs Sid
    - ___ Sid picks up a brick
    - ___ The truck skids

3. Why did Sid have to go to court?

    ____

4. The "man in the black dress and a wig" is a
    - a. judge
    - b. cop
    - c. trash man

5. What are three things Val thinks make kids mess up?

6. What do you think of Val's plan?

Name ________________

Date ________________

CHAPTER EIGHTEEN

Questions

1. When Val comes home from work, Sam is at home. True or False?
2. What two are at home?
   _____ and _____.
3. What did Val do all day?
   ____
4. Val wants to
   a. scrub
   b. rest
   c. jump up
   d. fight
5. Put a 1 and a 2 in the blanks:
   _____ Nat hit Mag.
   _____ Mag hit Nat.
6. Why does Val go "1,2,3,4,5,6,7,8,9,10?"
   ____
7. What do Nat and Mag do when they stop fighting?
   ____

Name ________________

Date ________________

CHAPTER NINETEEN

Questions

1. The names of the mother and Dad in the Sanchez family are

   a. Luz and Bill
   b. Luz and Al
   c. Beth and Bill
   d. Val and Sam

2. Who tells the Sanchez family to come to a party?

   ____

3. Luz Sanchez lets Nat and Mag know that she has _____ just like them.

4. The Sanchez family brings drinks to the party. True or False?

5. Who gets Beth her food and drink?

   ____

6. What gift does Nat give to the Sanchez family?

a. a dish
b. a plant
c. a lamp

7. Do you think the Sanchez family got a lift from the party? ____________
(yes or no)

Name ________________

Date ________________

CHAPTER TWENTY

Questions

1. Beth comes in to work to tell Tom she is sick. True or False?
2. Val thinks to herself two bad names for Tom. He is a __________ and a __________.
3. Beth calls Val at home to tell her that her mother
   a. has died
   b. is sick
   c. is home from the clinic
   d. will come to visit
4. Val wants to tell Beth things that will help Beth. True or False?
5. If Nat wants help with care of Mag, he will phone

   ____

6. Who sends a cake to Beth?

   ____

7. Who gives a tape to Pam?

____

8. Why do you think Mag did not go to the wake?

____

9. At the end, who do you think acts more like a kid, Nat or Sid?

____

Name ____________________

Date ____________________

CHAPTER TWENTY-ONE

Questions

1. Why does Al want Sam to drive the cab?

   a. He has to go to the clinic
   b. He has to go to a wake
   c. He has been drinking a lot

2. Who is Al's friend who went to A.A.?

   ____

3. Sam tells Al to do two things to win Beth's love. What are they?

   ____

   ____

4. When he comes home from A.A., Al takes his wine and

   a. drinks it up
   b. dumps it in the sink
   c. gives it to Sam

5. Why is Sam in shock when he next sees Al?

____

____

6. Why is Sam a good friend for Al?

____

____

Name ______________

Date ______________

CHAPTER TWENTY-TWO

Questions

1. When Val woke up, Sam was
   - a. at work
   - b. in bed
   - c. with Nat and Mag
   - d. at the store

2. Val was sick of
   - a. dusting
   - b. mopping
   - c. picking up the mess
   - d. all of them

3. Val wanted to play a joke on _______.

4. In the note, Val said she was going to the store. True or False?

5. You can tell that Val did not make a racket when she left. What one word tells you that?

   ____

6. What are four things Val did when she went out?

____

____

____

____

Name ____________________
Date ____________________

CHAPTER TWENTY-THREE

Questions

1. How many days do Sam and Val have off? ________________

2. Why do you think they have Monday off?

   ____

3. Val and Sam are feeling
   a. good
   b. bad
   c. sick
   d. upset

4. What time do you think it is?

   ____

5. What word tells you that?

   ____

6. Do you think Val and Sam are mad at Mag? ________________

Name ________________
Date ________________

CHAPTER TWENTY-FIVE

Questions

1. Nat and Pam are good friends. True or False?
2. Pam wishes for no more __________ and __________.
3. Pam is sad for kids who are
    a. sick
    b. mad
    c. homeless
4. Does Pam think Al will be her Dad?

    ____

5. Nat thinks his mother does not give him a lot of
    a. time
    b. food
    c. love
6. Nat hates Mag. True or False?
7. What does Nat wish for most of all?

    ____

8. What do you think of his wish?

    ____

CHAPTER TWO

Discussion Questions

1. Do any of you work in a lab? What is your work like?
2. What are some of the hazards of working in a lab?
3. Have any of you ever driven a cab? What is it like?
4. What are some of the dangers of driving a cab? Some of the pleasures or advantages?
5. What is most tiring about being at home, when you have a family?
6. What are two possible meanings of the sentence "This family works?"

CHAPTER THREE

Discussion Questions

1. What are some reasons a person might end up with a bad hip?
2. How could you prevent getting a bad hip?
3. Do you think finding good work is a matter of luck?
4. What game is Nat playing? How did you know?
5. Do you know little kids who are mischievous and devilish, like Mag? How do you deal with them?

CHAPTER FOUR

Discussion Questions

1. Do you know many men who cook? Do you know many men and women who cook together?
2. What part of the United States do you think Val and Sam (or their parents) are from, if they cook ribs and yams?
3. What are the advantages and disadvantages of a 3 to 11 shift? Do any of you work that shift? What kinds of jobs have that shift? (Make a list on the blackboard.)

CHAPTER FIVE

Discussion Questions

1. Have you ever had an accident at work or at home because you were distracted? What was it that distracted Sam and Al?
2. What does it mean to "compromise?" How did Val compromise with Mag?
3. Do you think kids should be able to express their angry feelings?
4. How do you set limits on your kids' expression of angry feelings?
5. What game are Nat and Sid playing? How did you know?

CHAPTER SIX

Discussion Questions

1. Who sleeps the latest in your house? If it is not you, do you get mad at that person for sleeping late?
2. How long does it usually take you to "make up" after an argument?
3. What are some disadvantages of going off to work mad? How can you avoid this?
4. How can families avoid a morning rush?

CHAPTER SEVEN

Discussion Questions

1. Do your kids ever pretend to be sick?
2. Why do you think kids sometimes pretend to be sick?
3. How long were Val and Nat at the clinic? Have you ever had to wait that long at the doctor's?
4. How do you pass the time when you have to wait so long?

CHAPTER EIGHT

Discussion Questions

1. What are two possible meanings of being "in a rut?"
2. What does it mean if you call a person a "stick in the mud?"
3. Does the story make it clear who gives Al a back-rub?
4. Do you like stories that give you all the information you need, or do you like stories that ask you to use your imagination, or even make up your own ending?

CHAPTER NINE

Discussion Questions

1. What does Val mean when she tells Mag that **Mag** is a good mother?
2. Why do you think Val feels she should get a doll for Nat and a truck for Mag?
3. How can the toys a parent chooses to give to their kids influence their kids' development?
4. What kinds of toys are your favorite toys to give to kids? What are some toys you would never buy for kids, and why?

CHAPTER TEN

Discussion Questions

1. What are some reasons a person might be "in a fog" at work?
2. What are two possible meanings of being "in a fog?"
3. Do you think Val was right to hold her temper?
4. If a boss is nasty, do you think an employee should get angry?
5. Have you ever been in a situation where your boss was nasty to you? What did you do?
6. Does it make any difference if the boss apologizes afterwards, like Tom did?

CHAPTER ELEVEN

Discussion Questions

1. How do you decide what T.V. shows your kids can see?
2. Do you have friends and neighbors who have different standards about T.V. watching than you do? What do you do when your kids go to their houses?
3. What effect do you think it has on kids to see violence on T.V.? What about sex?
4. Do your kids ever compare you to their friends' parents? How do you react?
5. Do your kids ever threaten to run away? How do you react?
6. What compromise did Sam offer to Nat? What do you think of his offer?
7. What do you think of Val's plan to lock up the T.V. unless a good show comes on?

CHAPTER TWELVE

Discussion Questions

1. Why is it nice sometimes to do things with just one of your kids at a time? How often are you able to do that?

2. Sam and Val were trying to get a few moments alone. How do you feel about that?

3. Mag is four. How old do you think a child should be before they are allowed to go somewhere by themselves?

4. Would you have had to put the same restrictions on your kids' independence back when you were a child?

5. Have you ever lost one of your kids, or thought they were lost? How did you feel?

5. Val was very embarrassed in the story. What is the most embarrassing thing that has ever happened to you?

CHAPTER THIRTEEN

Discussion Questions

1. Think of all the single parents you know. How many of them are happy alone, and how many want a partner?
2. What kind of support system does a single parent need?
3. Have you ever tried to fix someone up with someone else? Did it work?
4. If love can be so sad, is it worth it?

63

CHAPTER FOURTEEN

Discussion Questions

1. Do you think it is O.K. for a 13-year-old to have a boyfriend or girlfriend?
2. What do you think of Sid's advice to Nat?
3. How do teenagers learn how to "act cool?"
4. What does Sid mean when he says that **he** will let Nat off, but Pam won't?
5. Do you think 13-year-olds are more like kids or adults?
6. When you were 13, were 13-year-olds about the same as they are today?

CHAPTER FIFTEEN

Discussion Questions

1. Do you think Sam should have picked up the man?
2. How can you tell if a person is harmless and just crazy, or dangerous?
3. What do you think of the way Sam got out of this situation? Why did his action work?
4. Do you think this story could have happened this way in real life?
5. Have you ever been in a situation where another person was threatening you with physical violence? What did you do?
6. What do you think of people who believe in handling dangerous situations nonviolently?
7. Can you think of any times when it would be difficult or impossible to handle a dangerous situation nonviolently?
8. Do you believe violence is ever justifiable? If so, when?
9. What do you think was going through Sam's mind when he "just sat and sat?"

CHAPTER SIXTEEN

Discussion Questions

1. Do you have in-laws?
2. If so, how do you get along with them? Are you able to express negative or critical feelings to them, and vice versa?
3. Do you think the negative stereotype of the mother-in-law is fair or unfair?
4. Why isn't there as much of a stereotype of a father-in-law?
5. Are you yourself a mother-in-law or father-in-law?
6. If so, has that changed your perceptions of in-laws at all?
7. What would be some rules for being a good in-law?

CHAPTER SEVENTEEN

Discussion Questions

1. If you have kids, how do you feel about their friends?
2. Do you worry about the influence your kids' friends have on them?
3. How can we help our kids get along well with their friends but make independent decisions?
4. What do you think of what Sid did? Was it serious enough that he should have ended up in court?
5. Do you think Val overreacted?
6. Do you agree or disagree with Val's ideas about why kids mess up?
7. Do you know anyone like Val who tries to deal with problems by organizing in the community? What do you think of this approach?

CHAPTER EIGHTEEN

Discussion Questions

1. If you have kids, do you find your kids need the most attention, and fight the most, when you are most tired, namely right before supper?
2. If so, how do you deal with that?
3. If you have kids, how do you deal with sibling rivalry in your family? If you don't have kids, did you get along with your own brothers and sisters?
4. What is your policy in your household about physical fighting?
5. Do you use physical punishment with your kids? Why or why not? (Make a list on the board of ways each person in the group believes in disciplining children.)
6. How do you think Val "shut it all out for a bit?" Do you do this? If so, how?

CHAPTER NINETEEN

Discussion Questions

1. (Discuss experiences students have had moving into a new neighborhood.) Were you welcomed?
2. What would you most like from your new neighbors when you move into a new neighborhood?
3. What do you think of block parties? Have you ever been to one?
4. What language do you think Luz speaks, besides English?

CHAPTER TWENTY

Discussion Questions

1. Have any of your friends or relatives died?
2. If so, what has been most comforting to you after someone you've lost died?
3. What are the different ways death is marked and honored? (Make a list on the board, including as many cultures as possible.)
4. Do you feel our culture prepares us to deal with death, our own or others'?
5. If you work outside the home, does the place you work give adequate time off if someone you know dies?
6. Do you know anyone like Tom? What is it about his comments to Val that is so irritating?

CHAPTER TWENTY-ONE

Discussion Questions

1. Do you know anyone with an alcohol problem?
2. If so, have they admitted the problem and tried to deal with it?
3. Do you know anyone who has successfully stayed off alcohol for a few years? If so, how did they do it?
4. What are some other things that people can get hooked on? (Make two columns on the board, one for *Substances*—be sure to include "food"—and one for *Activities*—be sure to include "work.")
5. What do you think would happen if alcohol didn't exist?

CHAPTER TWENTY-TWO

Discussion Questions

1. How do you divide up cleaning chores at your house?
2. Are the other adults in your household on the same shift as you, or do you sleep at different times? If at different times, what are the adjustments in family life that you have to make?
3. Do you allow yourself to give yourself a big treat? If so, when? and what? (Make list on board.)
4. What do you think Sam would have done if he had woken up and seen the note before Val got home?

CHAPTER TWENTY-THREE

Discussion Questions

1. How can couples with children preserve some privacy?
2. Do you think a long-term adult relationship can have some romance in it?
3. If so, what are some ways to keep romance alive?

CHAPTER TWENTY-FIVE

Discussion Questions

1. What are your feelings about the future of the human race, and the planet?
2. Nat and Pam are both 13. How do the adolescents you know feel about the future?
3. Do you think Nat and Pam are typical in their concerns, or unusual?
4. If you have kids, do you feel you are able to give each of them enough attention?
5. Do they ever have to come home to an empty house? If so, how do you deal with that?
6. Do you mind that at the end of this book, you don't know if Beth and Al will get together?

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Laubach, Frank C., et. al. *The Laubach Way to Reading, In the Valley, City Living, Changes, People and Places* and *Focus on Phonics*. Syracuse, N.Y.: New Readers Press, 1976–1984.

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PHONICS

One of the tools any reader at any level needs is a knowledge of the sound/symbol relationships of the language, in order to be able to decode unfamiliar words. Most of us are lucky enough to have picked up these relationships intuitively in the course of learning to read, even if we were taught by a whole-word sight method and not by phonics. We may think that as adults we rely exclusively on recognition of whole words by sight, and don't need phonics. Usually this is true; but faced with an unfamiliar word (let's say, "embalgum"), even excellent readers have to fall back on their phonics skills. A new reader, having a much smaller repertoire of sight words, needs phonics skills even more, to decode the many words in English that are phonetic. (Believe it or not, 80% of English is reputed to be phonetically regular!) For the 20% of English that is unphonetic, different methods of word attack are called for (see section on Sight Words). A new reader needs both strategies, and can learn when to apply each.

For students with visual dyslexia (of whom there are a high proportion at the 0–2nd level), or for any student who has stronger auditory skills and weaker visual memory for a sequence, phonics is especially important. For them, remembering the sequence of letters in unphonetic sight words like "girl" or "laugh" or "knowledge" is nearly impossible. Even if they are able to remember all the letters, they may not remember them in order. A structured phonics approach to both reading and spelling can be very helpful.

The first problem, of course, in teaching decoding is that in English there is not (as there is, let's say, in Spanish) a fairly secure one-to-one correspondence between a sound and the letter or letters that represent it. We have only 26 letters to represent 40–45 sounds. For example, the letter *a* has 7 or 8 sounds. And conversely, the sound /f/ can be spelled 4 different ways: *f, ff, ph* and *gh*. What a crazy language! In the beginning, then, the teacher/tutor behaves as if there *is* a one-to-one correspondence, and teaches the most common sound/symbol relationships first, using key words. An *a* is always /a/ as in apple, and /f/ as in fish is always spelled with an *f*. Later, exceptions and elaborations are gradually introduced.

In every phonics lesson, reading and spelling reinforce each other. The sequence is as follows:

a. drill of sound/symbol relationships

b. blending of sounds into words (for both decoding and spelling)

c. decoding and spelling phrases

d. decoding and spelling sentences

The method presented here is a modified Orton-Gillingham approach, though at later stages, the linguistic approach in Bloomfield's *Let's Read* series, Dorothy Van Den Honert's *Reading from Scratch* approach, Helen Grush's *LEAD* program, and Glass Analysis are all quite consistent with Orton-Gillingham. (See Bibliography.)

I. SOUND/SYMBOL RELATIONSHIPS

A. *Key Words*

On the facing page are suggested key words for the most common sound/symbol relationships in English. They can be reproduced as shown, front and back, on 3"x5" cards for individual tutoring, or 8½"x11" oak tag for classroom use. The tutor/teacher can draw the pictures, or photocopy and cut and paste. On the pictureless side, the letter appears way at the left so that several cards can be slid together to physically mimic the act of blending sounds into a word.

The teacher/tutor and student can together come up with their own key word for any particular sound, but the word must:

a. be a concrete object able to be represented by an unambiguous picture, so the student can practice at home (for example, "Ed" for /e/ is unsuitable);

b. be culturally unbiased (for example, "thimble" for /th/ might be too unusual, and "igloo" for /i/ might also be unfamiliar to many students);

c. have the sound occurring at the beginning of the word, where new readers can hear it more easily than at the end or in the middle. (For example, "nut" would not be good for /u/.)

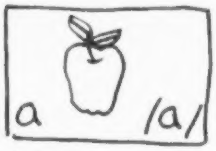
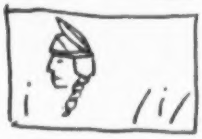
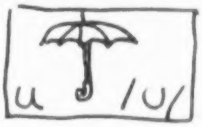
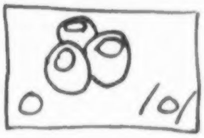
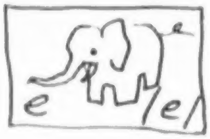
There are reasons for the order in which the letters are presented. The first group of consonants (*f*, *h*, *l* etc.) are all able to be sustained (as opposed to stops like *b*, *c* and *d*) and are therefore more easily blended into the succeeding vowel sound. Short *a* is followed by short *i* because the two are so different, and easily distinguished (as opposed to /a/ and /e/).

B. *Diagnosis*

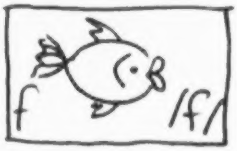
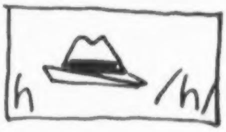
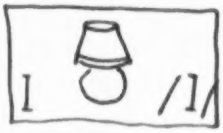
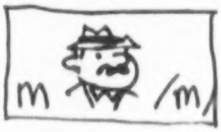
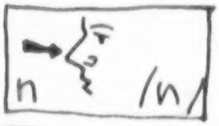
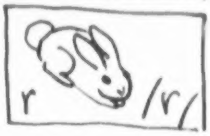
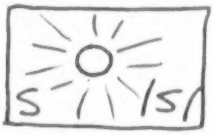
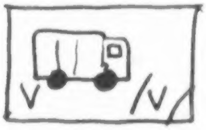
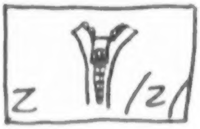
Knowing the sound that a letter or letters makes eventually leads to reading. Knowing the letter or letters that a sound is represented by eventually leads to spelling. For a particular sound/symbol relationship, a student may know it in one direction, but not another. For example, s/he may hear /g/ and know that it is spelled with a *g*, but upon seeing a *g*, may say "/j/". Therefore, one needs to test both ways. A good diagnostic test that does this is the *Gillingham-Childs Phonics Proficiency Scales* (see Bibliography), or the teacher/tutor may make his/her own diagnostic test by putting

KEY WORDS FOR SOUND/SYMBOL RELATIONSHIPS
sheet 1

short vowels

	front	*back*
1	a	
2	i	
3	u	
4	o	
5	e	

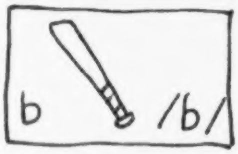
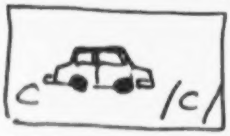
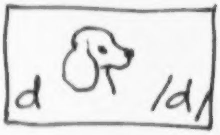
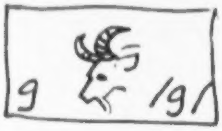
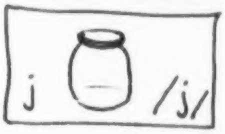
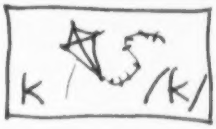
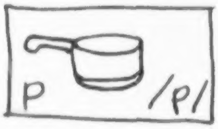
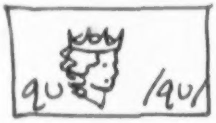
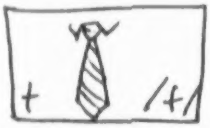
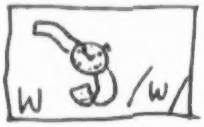
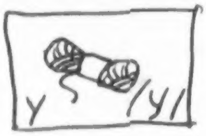
sustained consonants

	front	*back*
6	f	
7	h	
8	l	
9	m	
10	n	
11	r	
12	s	
13	v	
14	z	

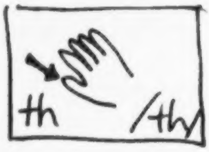
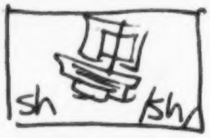
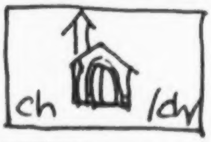
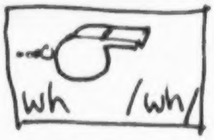
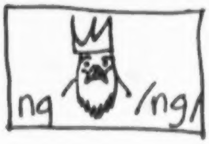
KEY WORDS FOR SOUND/SYMBOL RELATIONSHIPS

sheet 2

rest of consonants

	front	*back*
15	b	 b /b/
16	c	 c /c/
17	d	 d /d/
18	g	 g /g/
19	j	 j /j/
20	k	 k /k/
21	p	 p /p/
22	qu	 qu /qu/
23	t	 t /t/
24	w	 w /w/
25	y	 y /y/

consonant digraphs

	front	*back*
26	th	 th /th/
27	sh	 sh /sh/
28	ch	 ch /ch/
29	wh	 wh /wh/
30	ng	 ng /ng/

one letter each on a 3"x5" card, following the sequence on the Phonics Progress Sheet. An Informal Phonics Inventory is also included right after the Phonics Progress Sheet. This must be administered individually. It might make sense to print each of the 39 words from the Inventory individually on 3"x5" cards for the student to read. One at a time might feel less overwhelming than reading off a sheet with all 39; also the print would be bigger.

Diagnosis would involve finding out which of the 39 words the student can read, and which s/he can spell from dictation. (It will not necessarily be the same ones.) The skills correspond to the skills on the Phonics Progress Sheet, where the results of the diagnosis would be recorded.

After discovering exactly which letters or letter combinations a student doesn't know the sound for (decoding) and which sounds the student doesn't know the letters for (spelling), the teacher/tutor should make a key word card for every unknown sound/symbol relationship, whether for decoding or spelling. When working with a whole class, it is probably best to find those sound/symbol relationships with which the majority of students have trouble. For a 0–2nd level class, this often includes the short vowels, the consonant digraphs (*th*, *sh*, *ch*, *wh*), *qu*, *ng*, and confusions between *m* and *n*, *g* and *j*, and *y* and *w*. For some teachers it may make sense to go through all the sounds, in the sequence presented on the Phonics Progress Sheet, in order to establish a strong common foundation, and make sure to fill in any gaps.

It should be explained that on the Phonics Progress Sheet, there are Reading *and* Spelling columns only up to #18. That is because for all words up to that point, if you dictate them, the student can only spell them one way. But if you ask someone to spell "pale," or "Pete," now there is more than one choice for spelling. You will notice the same "Reading" only for silent *e* words for the Informal Phonics Inventory and the Phonics Word Lists.

It is best not to introduce more than 3 new sounds a day, and with some of the sounds, not more than one a day, or even one every few weeks. Three easy consonants, for example, like *d*, *t* and *p*, might be introduced in one session, while a new short vowel might require a few weeks' instruction.

C. *Drill with the Sound/Symbol Cards*

1. Visual to Auditory

The teacher models for the student by pointing to the card and saying "This is the *name* of the letter (pointing), this is the *key word* for the letter (pointing), and this is the *sound* of the letter (pointing). *M*, *man*, /m/. Now you say it." (Student does so.) Teacher flips card to the other side. "So *m* says ....?" (Student says "/m/.") The

80

teacher provides as much opportunity as possible for the student to repeat the whole sequence during class, and encourages the same to be done at home. The goal eventually is for the teacher to silently flash the side of the card with the letter but no picture and have the student respond with the sound, but not until the key word is securely internalized and able to be produced automatically.

2. Auditory to Visual

In this part of the drill, the teacher does not show the cards. S/he says the sound, and the student responds with the name of the letter or letters that spell the sound.

3. Auditory to Visual and Kinesthetic

Same as 2., but after saying the name of the letter, the student writes the letter (simultaneously saying the name of the letter). As a follow-up to this step, there are sheets (following this introduction) for each of the letters and letter combinations, with the key word at the top, that can be used for tracing and practice. The letter appears in upper and lower case print, and in upper and lower case cursive, so that the student can either practice what s/he already knows, or learn a new kind of handwriting. As the student is writing the letter, s/he should simultaneously say the name of the letter, key word and sound.

Step 1. relates to decoding, while steps 2. and 3. relate to spelling. All three steps are done every day with all cards as they accumulate. No card is dropped until it is thoroughly overlearned and the response can be produced automatically. (In case this sounds like drill, it is, just as playing beautiful music is preceded by practicing scales.)

II. BLENDING

Blending individual sounds into a word is not as easy a task as it might seem. There are adults who already know, or are able to learn in class, the individual sound/symbol relationships, but then have a very hard time blending them into words. Teacher/tutors should not be surprised if this is a real hurdle for some students, and may need to do a lot of work orally, strengthening auditory perception skills (hearing syllables in a word, hearing beginning, ending and medial sounds, generating or identifying rhyming words).

Assuming the student can blend, work can be done now on the board, with 3"x5" cards, with Scrabble letters, teacher-made worksheets, or appropriate pages from published materials, where the task is to decode individual words that contain only the sounds that the student knows. The same words are then dictated for the students to spell. In this section there are lists of words that illustrate each phonic principle. It should be stressed that in only one or two cases (4d and 5, for example) are these lists exhaustive, namely *all* the words in the category. The rest of them are only a sample of, usually, 25. (For more complete lists, see the many good books in the Bibliography.) These lists can be used for decoding, or for spelling dictation. Because there are 25 in each list, 12 can be used for a pre-test before a unit, and the other 13 for a post-test.

There are also 30 worksheets that give a chance to practice recognition of individual words within a category. It should be noted that there are no phonics worksheets for *y* and *w*, *qu*, or short and long *e*, because there were not enough concrete words (that could be represented by pictures) in the category.

III. PHRASES AND SENTENCES

The student is then asked to decode (and later spell from dictation) two- or three-word phrases using the above words, and then short sentences. When sentences are dictated, the student should repeat back the sentence before writing it, and after writing it, read it aloud to him/herself to proofread for missing words. This step will help people with auditory memory problems. In this Kit there are not lists of phrases and sentences, but there are keys to appropriate pages in published materials that include good controlled phrases and sentences.

IV. ALPHABETIZING

On the page following the Informal Phonics Inventory is a tracing and copying sheet with the alphabet in sections (reflecting the divisions in the "Twinkle" melody of the sung alphabet). The student might begin each session by writing and simultaneously saying the alphabet in rhythm, using a copy of this sheet.

Knowledge of alphabetic order is obviously quite important and useful. It can be practiced by alphabetizing names of students in the class, makes of cars, foods, and so on. It is fun to get from the National Hurricane Center in Florida the list of names of hurricanes, which not only appear in alphabetical order, but have begun to reflect multicultural and feminist sensitivities! Students also can be keeping their individual spelling words from their language experience stories (see Comprehension section) in 5"x7" flexible bellows files with alphabetic dividers.

V. EQUIPMENT

This brings up the issue of equipment. Every literacy teacher/tutor needs handwriting paper, 3"x5" cards, Scrabble letters, 8½"x11" oak tag for classroom-size key word cards, poster board for reference lists for the wall (spelling of days of the week, for example), magic markers and black crayons, 5"x7" bellows files with same size alphabetic dividers to go inside, a 3-ring notebook with dividers and tabs for each student, and a 3-hole punch.

Progress Sheet – *Phonics* Name________________________________

Skill	Comments	Date
Has requisite visual and auditory discrimination for phonics		
Can name all letters of the alphabet		
Can write all letters of the alphabet		

	Reading	Date	Spelling	Date
1. f, h, l, m, n, r, s, v, z				
1a. short a				
1b. can blend cvc words with above letters				
1c. b, c, d, g, j, k, p, t, x				
2. short i				
3. discriminate between a / i				
4. consonant digraphs: sh				
th				
ch, –tch				
wh				
–ck				
4a. b/d, c/k, g/j, m/n, s/sh, sh/ch, t/th, f/v				
5. y, w				
6. short u				
7. a/i/u				
8. short o				
9. u/o				
9a. a/i/u/o				
10. short e				
11. i/e				
12. discriminate between all short vowels				
13. qu				
14. –ng				
15. –ck/–nk/–ng				
16. 2-letter initial consonant blends				

	Reading	Date	Spelling	Date
17. 3-letter initial consonant blends				
18. 2-letter final consonant blends				
19. final silent e: long a				
long i				
long o				
long u				
long e				
all long vowels with final silent e				

Informal Phonics Inventory

Name: ____________________

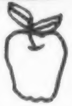
Date: ____________________

	Reading	Spelling	*		Reading	Spelling	*		Reading	Spelling	*
fan			1b	thin			4	hung			14
hag			1b	wham			4	brag			16
Sal			1b	rum			6	slot			16
ban			1c	cup			6	snap			16
tad			2	log			8	strut			17
rig			2	mod			8	sprig			17
Sid			4	fen			10	runt			18
shin			4	met			10	Fisk			18
chat			4	quit			13	Luke			19
pitch			4	quack			13	file			19
latch			4	rank			15	rote			19
sack			4	link			15	nape			19
bath			4	Kong			14	Pete			19

*** Corresponding skill on Phonics Progress Sheet**

abcd efg hijk lmnop qrs tuv wxyz

abcd efg hijk lmnop qrs tuv wxyz



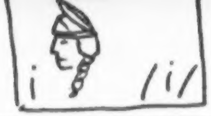
a /a/

a a

A A

a a

A A



i i

I I

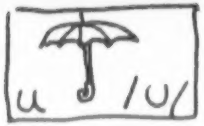
81

i i

I I

92

93

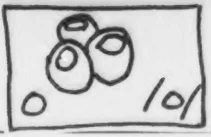


u u

U U

u u

U U



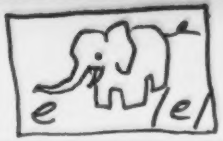
o o

O O

83

o o

O O

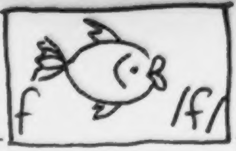


e e

E E

e e

E E



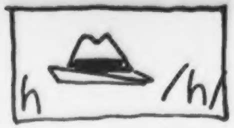
f f

F F

85

f f

F F

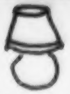


h h

H H

h h

H H

l  /l/

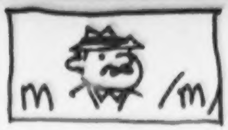
l l

L L

87

l l

L L

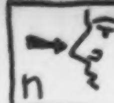


m m

M M

m m

M M



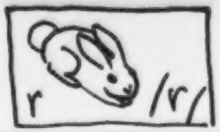
n /n/

n n

N N

n n

N N

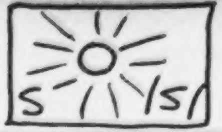


r r

R R

r r

R R

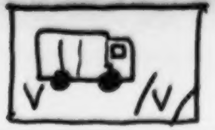


s s

S S

s s

S S



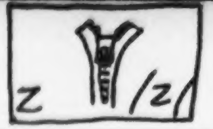
V V

V V

92

v v

V V

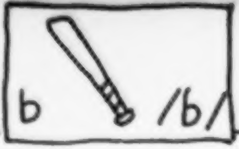


z z

Z Z

z z

Z Z

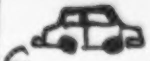


b b

B B

b b

B B



c c

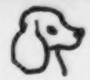
C C

95

c c

C C

120 121

d  /d/

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g /g/

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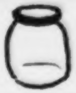
G G

g g

G G

j  /j/

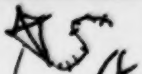
j j

86 J J

j j

J J

k /



/k/

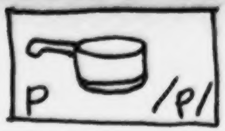
k k

K K

8

k k

K K



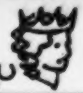
p p

P P

100

p p

P P

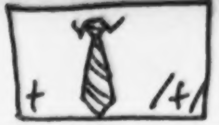
qu  /qu/

qu qu

QU QU

qu qu

QU QU



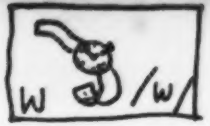
t t

T T

102

t t

T T



w w

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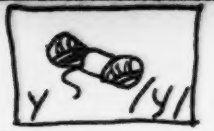
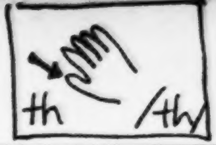


y y

Y Y

y y

Y Y



th th

TH TH

105

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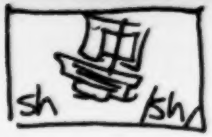

sh sh

SH SH

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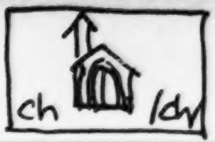
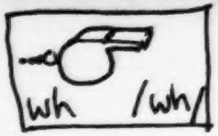


ch ch

CH CH

ch ch

CH CH

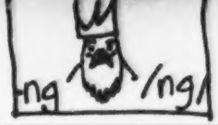


wh wh

WH WH

wh wh

WH WH



-ng -ng

-NG -NG

109

-ng -ng

-NG NG

Name ____________________

PHONICS WORD LIST 1

PH WL 1

(short *a*)

	Reading	*Date*	*Spelling*	*Date*
1. fan				
2. had				
3. nap				
4. mad				
5. fat				
6. ham				
7. rag				
8. Sam				
9. hat				
10. man				
11. sad				
12. van				
13. ran				
14. sat				
15. lad				
16. map				
17. Nat				
18. sap				
19. vat				
20. fad				
21. nab				
22. rat				
23. lag				
24. ram				
25. Hal				

PHONICS WORD LIST 2

PH WL 2

(short *i*)

	Reading	*Date*	*Spelling*	*Date*
1. rim				
2. pit				
3. sin				
4. fib				
5. dip				
6. tin				
7. hip				
8. fit				
9. mix				
10. bit				
11. hid				
12. pig				
13. lid				
14. wig				
15. pin				
16. hit				
17. win				
18. tip				
19. his				
20. lip				
21. fin				
22. Kim				
23. lit				
24. rip				
25. fix				

Name ____________________

PHONICS WORD LIST 3 **PH WL 3**

(discrimination between short *a* and short *i*)

	Reading	*Date*	*Spelling*	*Date*
1. tax				
2. dim				
3. dam				
4. lap				
5. lip				
6. rap				
7. Pam				
8. rip				
9. tip				
10. ban				
11. bin				
12. mat				
13. sip				
14. pal				
15. did				
16. wig				
17. wag				
18. rib				
19. Dan				
20. bag				
21. din				
22. Sid				
23. vim				
24. pan				
25. pin				

PHONICS WORD LIST 4a

PH WL 4a

(*sh* with *a* and *i*)

	Reading	*Date*	*Spelling*	*Date*
1. shag				
2. shin				
3. shad				
4. ship				
5. sham				
6. cash				
7. dish				
8. wish				
9. hash				
10. sash				
11. mash				
12. rash				
13. fish				
14. dash				
15. shall				
16. shift				
17. shalt				
18. shaft				
19. gash				
20. shack				

Name ____________________

PHONICS WORD LIST 4b

PH WL 4b

(*th* with *a* and *i*)

	Reading	*Date*	*Spelling*	*Date*
1. thin				
2. that				
3. math				
4. with				
5. this				
6. bath				
7. path				
8. than				
9. thick				
10. thank				
11. thatch				
12. thrift				
13. thrill				
14. lath				
15. hath				

PHONICS WORD LIST 4c

PH WL 4c

(*ch* and *–tch* with *a* and *i*)

	Reading	*Date*	*Spelling*	*Date*
1. chap				
2. chin				
3. chat				
4. chip				
5. Chad				
6. chaff				
7. chill				
8. Chan				
9. chick				
10. patch				
11. ditch				
12. pitch				
13. hatch				
14. hitch				
15. latch				
16. Mitch				
17. match				
18. batch				
19. catch				
20. itch				

Name ____________________

PHONICS WORD LIST 4d

PH WL 4d

(*wh* with *a* and *i*)

	Reading	*Date*	*Spelling*	*Date*
1. whip				
2. wham				
3. which				
4. whack				
5. whiff				
6. Whig				

PHONICS WORD LIST 4e

PH WL 4e

(*-ck* with *a* and *i*)

	Reading	*Date*	*Spelling*	*Date*
1. back	______	___	_______	___
2. pick	______	___	_______	___
3. lick	______	___	_______	___
4. sick	______	___	_______	___
5. pack	______	___	_______	___
6. Rick	______	___	_______	___
7. rack	______	___	_______	___
8. tack	______	___	_______	___
9. hick	______	___	_______	___
10. sack	______	___	_______	___
11. lack	______	___	_______	___
12. Jack	______	___	_______	___
13. kick	______	___	_______	___
14. Nick	______	___	_______	___
15. tick	______	___	_______	___
16. shack	______	___	_______	___
17. whack	______	___	_______	___
18. thick	______	___	_______	___
19. Vick	______	___	_______	___
20. wick	______	___	_______	___
21. yack	______	___	_______	___
22. black	______	___	_______	___
23. track	______	___	_______	___
24. slick	______	___	_______	___
25. trick	______	___	_______	___

Name ____________________

PHONICS WORD LIST 5 **PH WL 5**

(discrimination between *w* and *y* with *a* and *i*)

	Reading	*Date*	*Spelling*	*Date*
1. yam				
2. wig				
3. wax				
4. yap				
5. wit				
6. yak				
7. win				
8. wiz				
9. wag				
10. yin				
11. will				

PHONICS WORD LIST 6

PH WL 6

(short *u*)

	Reading	*Date*	*Spelling*	*Date*
1. mud				
2. fun				
3. sum				
4. rub				
5. mug				
6. hum				
7. lug				
8. rum				
9. rug				
10. hut				
11. hug				
12. nut				
13. hub				
14. jut				
15. bud				
16. bun				
17. pup				
18. bug				
19. cup				
20. but				
21. gut				
22. tub				
23. cut				
24. gum				
25. dug				

Name ____________________

PHONICS WORD LIST 7 **PH WL 7**

(discrimination between short *a*, *i* and *u*)

	Reading	*Date*	*Spelling*	*Date*
1. bat				
2. hid				
3. rug				
4. fan				
5. tub				
6. fin				
7. bug				
8. hut				
9. pan				
10. rag				
11. had				
12. but				
13. bag				
14. tab				
15. bit				
16. hum				
17. rig				
18. big				
19. hit				
20. Nat				
21. fun				
22. pin				
23. thin				
24. nut				
25. hat				

PHONICS WORD LIST 8

PH WL 8

(short *o*)

	Reading	*Date*	*Spelling*	*Date*
1. nod				
2. mob				
3. hop				
4. mom				
5. hot				
6. rod				
7. fox				
8. cob				
9. Don				
10. pod				
11. sob				
12. mop				
13. pop				
14. gosh				
15. moth				
16. cod				
17. sock				
18. job				
19. fog				
20. rock				
21. top				
22. rot				
23. Tom				
24. pot				
25. hog				

Name ____________________

PHONICS WORD LIST 9

PH WL 9

(discrimination between short *o* and short *u*)

	Reading	*Date*	*Spelling*	*Date*
1. run				
2. shut				
3. on				
4. mock				
5. log				
6. bog				
7. Ron				
8. shot				
9. cup				
10. cop				
11. tuck				
12. lug				
13. rut				
14. rot				
15. tug				
16. bus				
17. rob				
18. hug				
19. hog				
20. dock				
21. cot				
22. duck				
23. luck				
24. lock				
25. gum				

PHONICS WORD LIST 10 **PH WL 10**

(short *e*)

	Reading	*Date*	*Spelling*	*Date*
1. peg				
2. wet				
3. set				
4. ten				
5. fed				
6. bet				
7. web				
8. beg				
9. hem				
10. them				
11. mesh				
12. yet				
13. Ted				
14. bed				
15. let				
16. hen				
17. pep				
18. net				
19. vet				
20. jet				
21. get				
22. when				
23. leg				
24. then				
25. men				

Name ____________________

PHONICS WORD LIST 11

PH WL 11

(discrimination between short *e* and short *i*)

	Reading	*Date*	*Spelling*	*Date*
1. rip				
2. Ben				
3. peg				
4. pig				
5. chin				
6. ship				
7. bin				
8. hick				
9. him				
10. wig				
11. well				
12. heck				
13. rep				
14. den				
15. thin				
16. dish				
17. bell				
18. will				
19. wish				
20. rim				
21. bill				
22. pin				
23. pen				
24. red				
25. rid				

PHONICS WORD LIST 12

PH WL 12

(discrimination between all the short vowels)

	Reading	*Date*	*Spelling*	*Date*
1. met	______	____	________	____
2. fan	______	____	________	____
3. neck	______	____	________	____
4. lip	______	____	________	____
5. map	______	____	________	____
6. dip	______	____	________	____
7. chop	______	____	________	____
8. lush	______	____	________	____
9. lap	______	____	________	____
10. cap	______	____	________	____
11. led	______	____	________	____
12. rush	______	____	________	____
13. bed	______	____	________	____
14. pick	______	____	________	____
15. sun	______	____	________	____
16. lick	______	____	________	____
17. rack	______	____	________	____
18. job	______	____	________	____
19. sag	______	____	________	____
20. dot	______	____	________	____
21. gum	______	____	________	____
22. rub	______	____	________	____
23. Ed	______	____	________	____
24. ox	______	____	________	____
25. pat	______	____	________	____

Name ____________________

PHONICS WORD LIST 13

PH WL 13

(qu)

	Reading	*Date*	*Spelling*	*Date*
1. quit				
2. quack				
3. quest				
4. quill				
5. quench				
6. quiz				
7. quilt				
8. quint				
9. quip				
10. quick				

PHONICS WORD LIST 14

(*–ng*)

	Reading	*Date*	*Spelling*	*Date*
1. wing				
2. song				
3. rang				
4. hung				
5. thing				
6. Wang				
7. bang				
8. long				
9. ring				
10. Bing				
11. sang				
12. pang				
13. rung				
14. hang				
15. gung				
16. gang				
17. Tang				
18. gong				
19. fang				
20. lung				
21. sing				
22. Chang				
23. zing				
24. ping				
25. pong				

Name ____________________

PHONICS WORD LIST 15

PH WL 15

(discrimination between *–ng*, *–nk* and *–ck*)

	Reading	*Date*	*Spelling*	*Date*
1. bank				
2. tack				
3. rink				
4. wing				
5. sack				
6. bang				
7. wink				
8. rank				
9. sang				
10. wick				
11. lack				
12. sank				
13. Hank				
14. hack				
15. lock				
16. hunk				
17. long				
18. lung				
19. tank				
20. ring				
21. Wang				
22. luck				
23. back				
24. rack				
25. rung				

PHONICS WORD LIST 16a

PH WL 16a

(*l*-blends)

	Reading	*Date*	*Spelling*	*Date*
1. plug				
2. slap				
3. flip				
4. slim				
5. plum				
6. slick				
7. slam				
8. club				
9. flap				
10. slip				
11. clam				
12. slug				
13. flab				
14. slack				
15. sling				
16. clung				
17. plush				
18. flick				
19. blush				
20. clip				
21. flash				
22. flag				
23. clang				
24. clock				
25. plot				

Name ____________________

PHONICS WORD LIST 16b **PH WL 16b**

(*r*–blends)

	Reading	*Date*	*Spelling*	*Date*
1. crush				
2. trip				
3. drum				
4. Fran				
5. brag				
6. drab				
7. brush				
8. drip				
9. cram				
10. trash				
11. crack				
12. frog				
13. drug				
14. trim				
15. grab				
16. brick				
17. truck				
18. grim				
19. trick				
20. crop				
21. drag				
22. drop				
23. prod				
24. grip				
25. broth				

PHONICS WORD LIST 16c

PH WL 16c

(other 2-letter initial consonant blends)

	Reading	Date	Spelling	Date
1. spin				
2. snack				
3. twin				
4. dwell				
5. spot				
6. smock				
7. twig				
8. smash				
9. snip				
10. speck				
11. smack				
12. Spam				
13. swim				
14. spit				
15. snap				
16. spud				
17. swing				
18. stop				
19. sped				
20. stag				
21. stuck				
22. snuck				
23. step				
24. swish				
25. stack				

Name ____________________

PHONICS WORD LIST 17

PH WL 17

(3–letter initial consonant blends)

	Reading	*Date*	*Spelling*	*Date*
1. splint				
2. strap				
3. shrink				
4. splash				
5. thrush				
6. shrub				
7. scrub				
8. strip				
9. shrimp				
10. string				
11. split				
12. strong				
13. squid				
14. spring				
15. scrap				
16. sprig				
17. scram				
18. struck				
19. strep				
20. sprung				
21. squint				
22. strum				
23. thrash				
24. shrug				
25. thrift				

PHONICS WORD LIST 18

PH WL 18

(2-letter final consonant blends)

	Reading	Date	Spelling	Date
1. gift				
2. shelf				
3. sand				
4. nest				
5. list				
6. pump				
7. golf				
8. raft				
9. lump				
10. silk				
11. lift				
12. fact				
13. camp				
14. bulk				
15. mask				
16. felt				
17. act				
18. gasp				
19. bump				
20. duct				
21. limp				
22. sift				
23. wilt				
24. desk				
25. belt				

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Name ____________________

PHONICS WORD LIST 19a

PH WL 19a

(discrimination between short *a* and long *a*)

	Reading	*Date*
1. cane	______	___
2. pal	______	___
3. fate	______	___
4. blade	______	___
5. cap	______	___
6. mate	______	___
7. lake	______	___
8. lack	______	___
9. stake	______	___
10. bat	______	___
11. plan	______	___
12. shame	______	___
13. fat	______	___
14. made	______	___
15. mad	______	___
16. bathe	______	___
17. tape	______	___
18. rate	______	___
19. tap	______	___
20. hat	______	___
21. hate	______	___
22. base	______	___
23. bass	______	___
24. rat	______	___
25. slate	______	___

PHONICS WORD LIST 19b

PH WL 19b

(discrimination between short *i* and long *i*)

	Reading	*Date*
1. kit	______	____
2. ripe	______	____
3. pile	______	____
4. dime	______	____
5. Mike	______	____
6. pill	______	____
7. pick	______	____
8. rid	______	____
9. wine	______	____
10. mill	______	____
11. mile	______	____
12. dim	______	____
13. shin	______	____
14. quite	______	____
15. line	______	____
16. spin	______	____
17. spine	______	____
18. rip	______	____
19. pipe	______	____
20. win	______	____
21. tripe	______	____
22. slide	______	____
23. trip	______	____
24. sit	______	____
25. grime	______	____

Name ____________________

PHONICS WORD LIST 19c

PH WL 19c

(discrimination between short *o* and long *o*)

	Reading	*Date*
1. note	______	___
2. mole	______	___
3. rod	______	___
4. poke	______	___
5. rode	______	___
6. mope	______	___
7. mop	______	___
8. bone	______	___
9. cope	______	___
10. joke	______	___
11. robe	______	___
12. tote	______	___
13. Ross	______	___
14. rose	______	___
15. doll	______	___
16. rob	______	___
17. smock	______	___
18. nod	______	___
19. smoke	______	___
20. cod	______	___
21. pop	______	___
22. hope	______	___
23. tot	______	___
24. cop	______	___
25. slope	______	___

PHONICS WORD LIST 19d

PH WL 19d

(discrimination between short *u* and long *u*)

	Reading	*Date*
1. hug		
2. mule		
3. tube		
4. fuss		
5. fuse		
6. luck		
7. jut		
8. dud		
9. jute		
10. Luke		
11. use		
12. duck		
13. mutt		
14. mute		
15. us		
16. duke		
17. hum		
18. cube		
19. tub		
20. cut		
21. dude		
22. muse		
23. cub		
24. muss		
25. rub		

Name ____________________

PHONICS WORD LIST 19e

PH WL 19e

(discrimination between short *e* and long *e*)

	Reading	*Date*
1. here	______	___
2. pet	______	___
3. theme	______	___
4. Pete	______	___
5. Zeke	______	___
6. Steve	______	___
7. them	______	___
8. mere	______	___
9. neck	______	___
10. set	______	___

PHONICS WORD LIST 19f

PH WL 19f

(discrimination between all long vowels with final silent *e*)

	Reading	*Date*
1. bite		
2. tube		
3. made		
4. Pete		
5. flute		
6. rope		
7. game		
8. chime		
9. slope		
10. tape		
11. cane		
12. mole		
13. dune		
14. hate		
15. blade		
16. shone		
17. flake		
18. grope		
19. ripe		
20. trike		
21. pale		
22. duke		
23. tune		
24. mile		
25. fate		

Name______________________________ Date____________ PH WS 1a

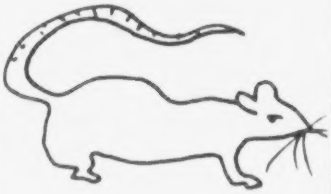
fan
nap
mad

fat
ham
rag

hat
man
sad

van
map
rat

lad
ram
ran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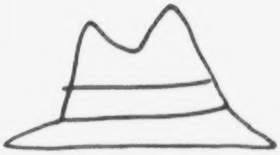
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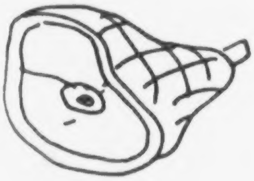
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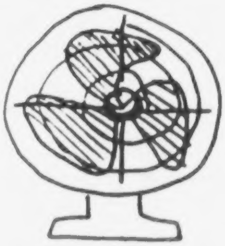
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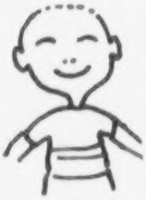
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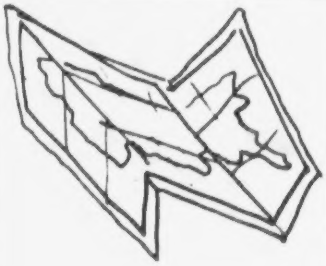
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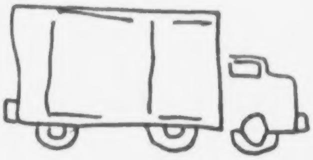
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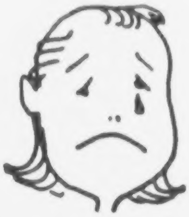
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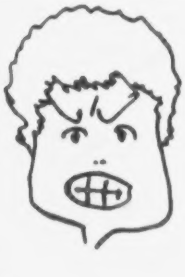
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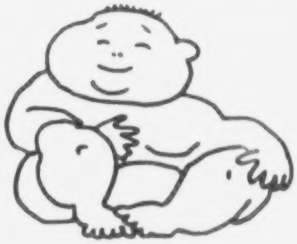
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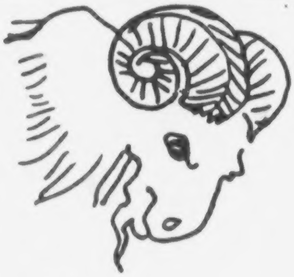
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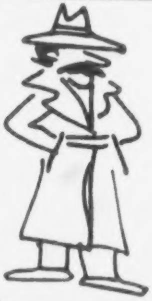
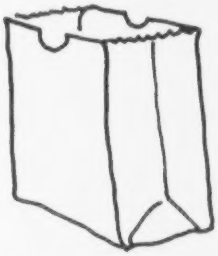

12.____________

PH WS 1b Name______________________________ Date__________

cap
bag
tap
tag
can
pad
cat
dad
bat
cab
pat
pan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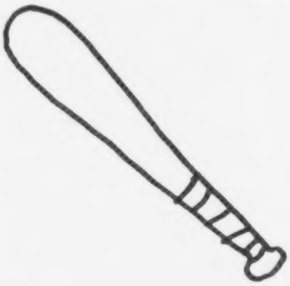
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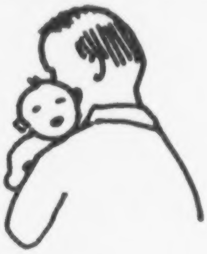
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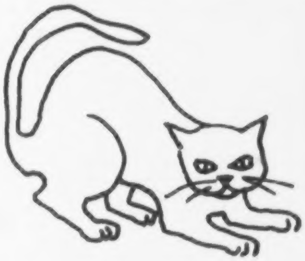
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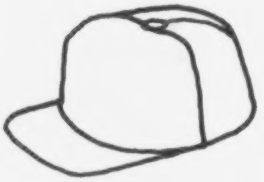
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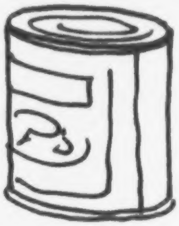
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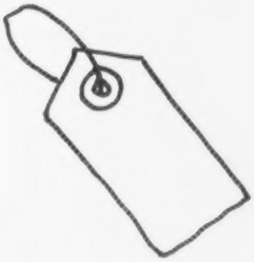
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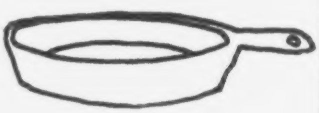
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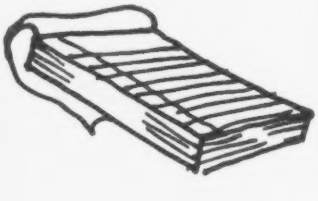
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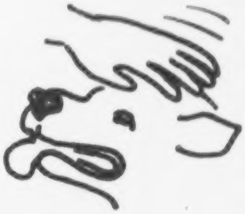
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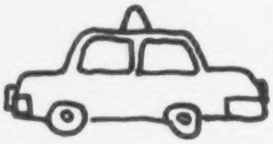
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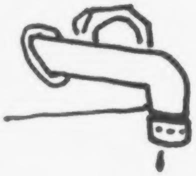
12.__________

Name________________________________ Date____________ PH WS 2

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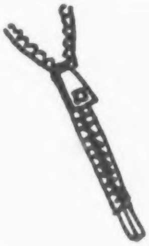
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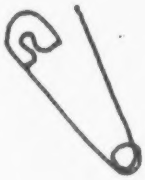
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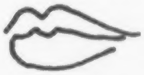
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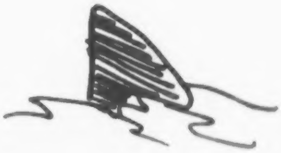
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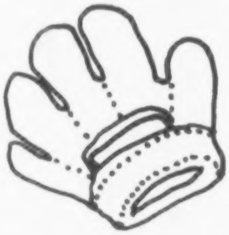
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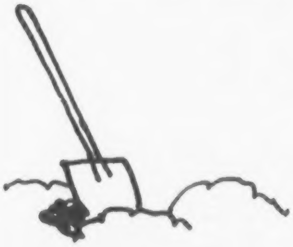
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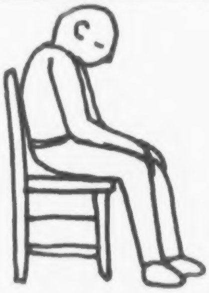
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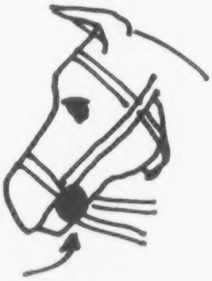
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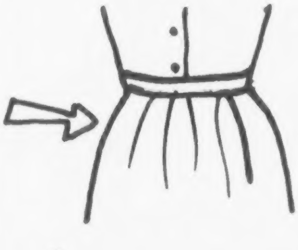
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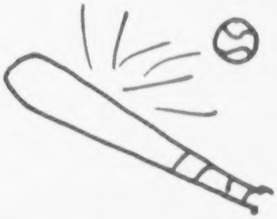
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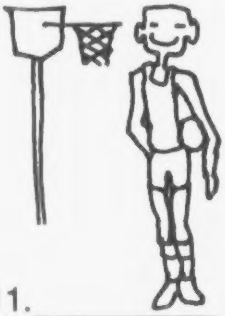
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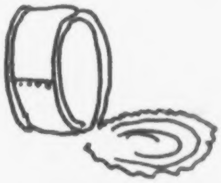
12.____________

PH WS 3 Name______________________________ Date____________

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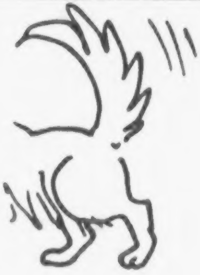

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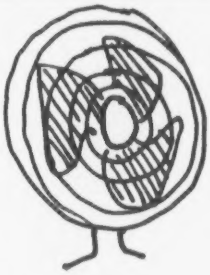

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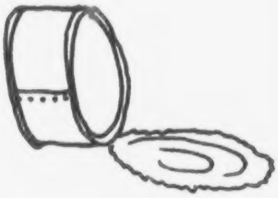

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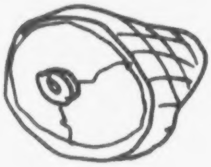

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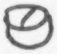

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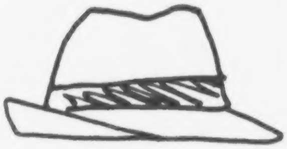

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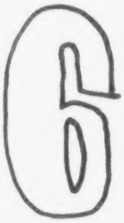

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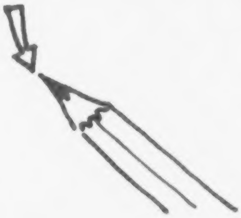

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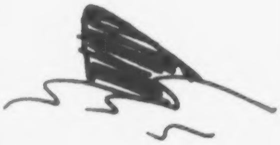

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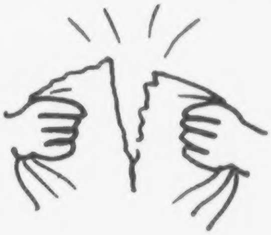

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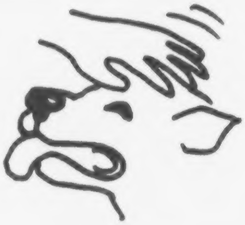

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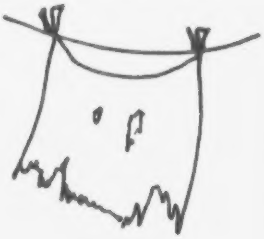

12.____________

Name________________________ Date____________ PH WS 4a

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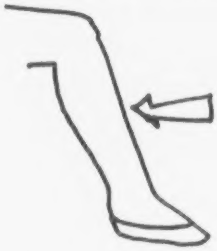
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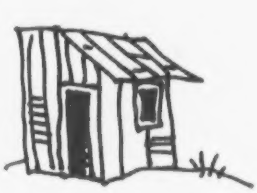
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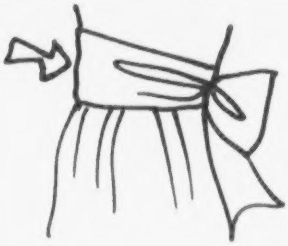
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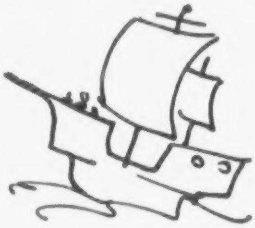
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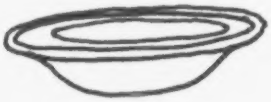
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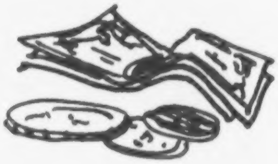
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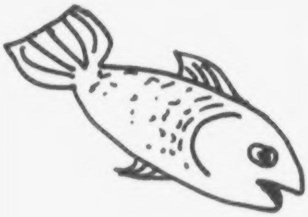
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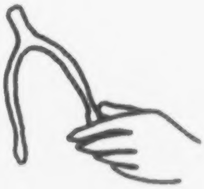
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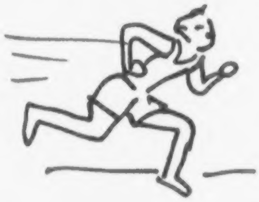
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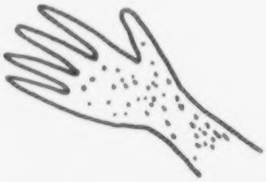
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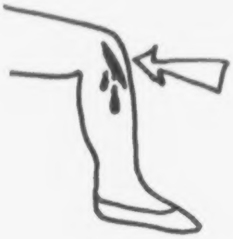
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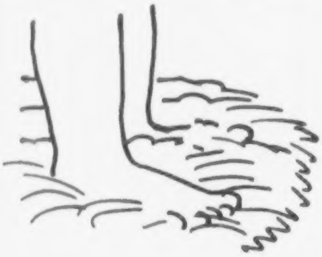
12.__________

PH WS 4b Name______________________________ Date__________

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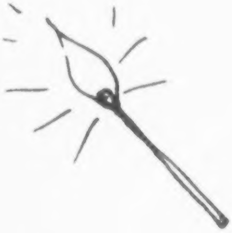

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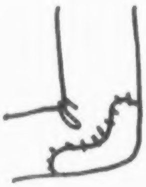

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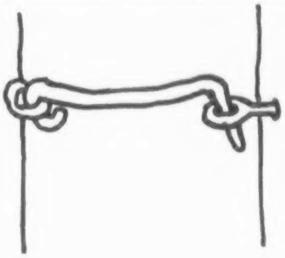

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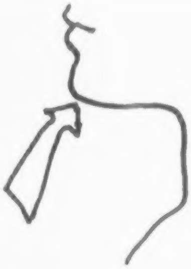

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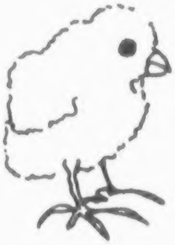

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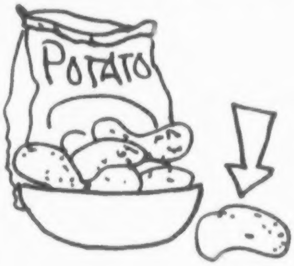

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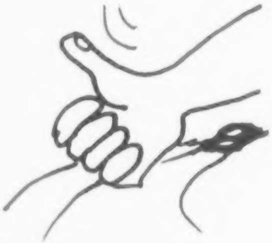

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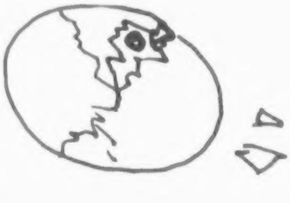

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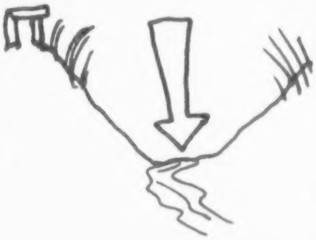

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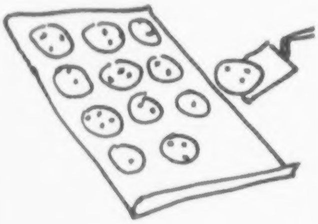

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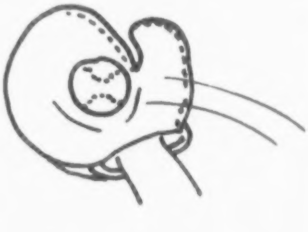

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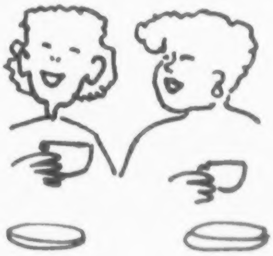

12.__________

Name______________________________ Date__________ PH WS 4c

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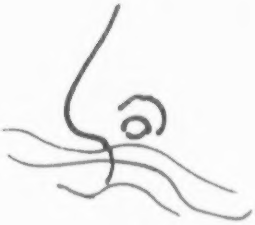

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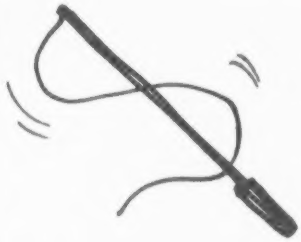

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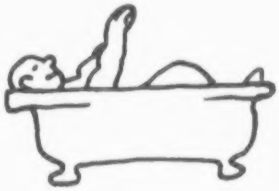

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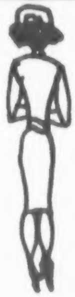

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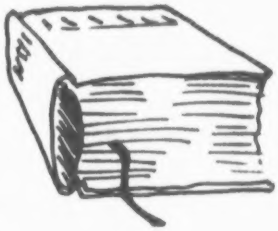

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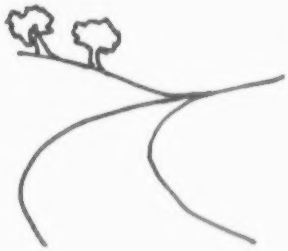

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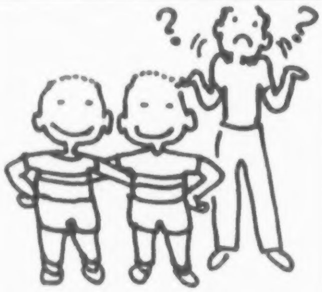

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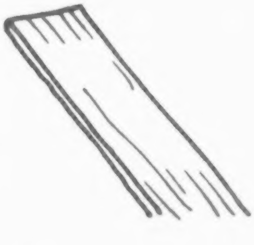

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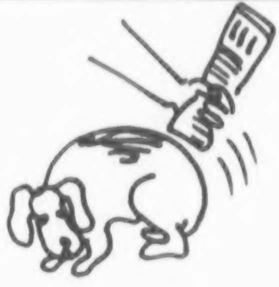

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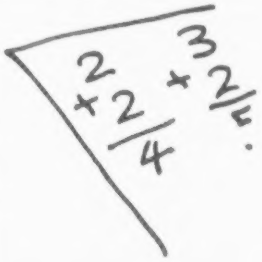

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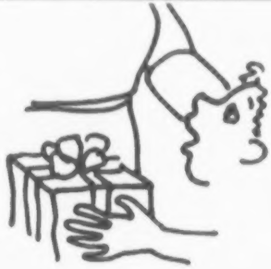

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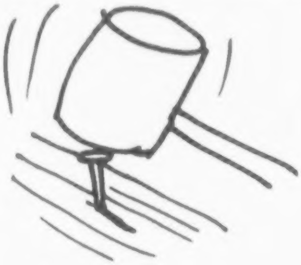

12.__________

PH WS 4d Name______________________________ Date__________

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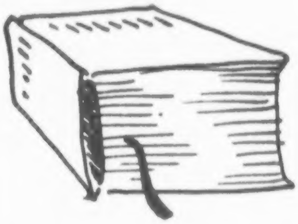
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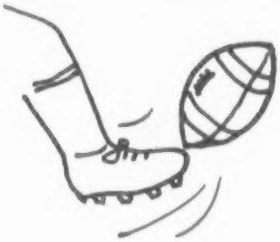
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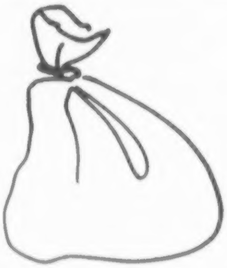
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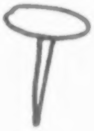
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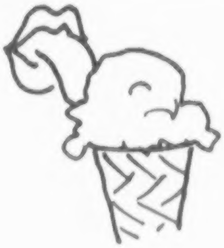
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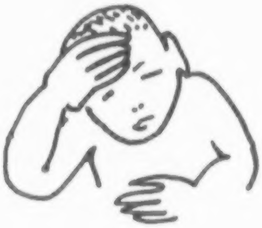
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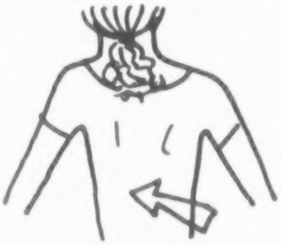
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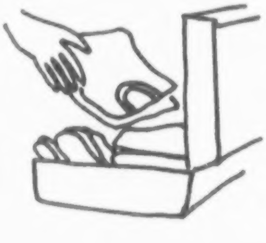
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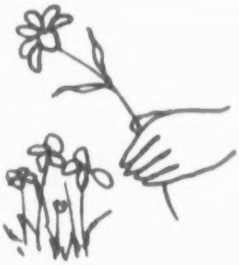
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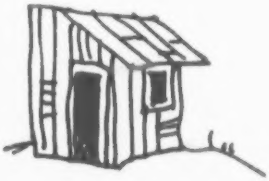
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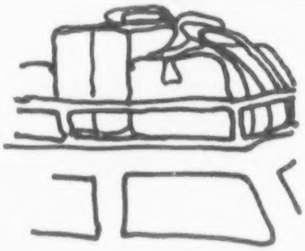
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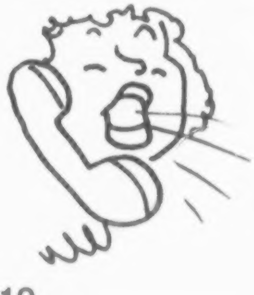
12.__________

Name______________________________ Date____________ PH WS 6

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sum
mug
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bug
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gut
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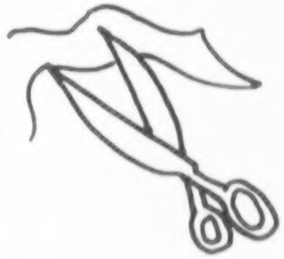
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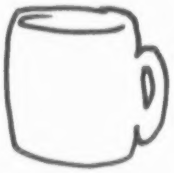
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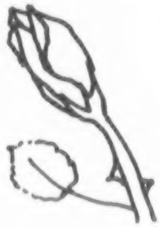
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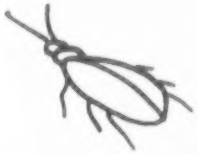
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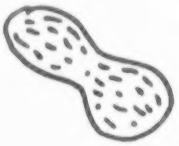
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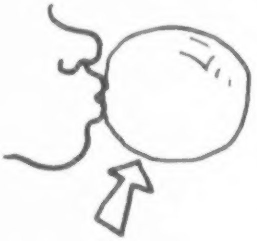
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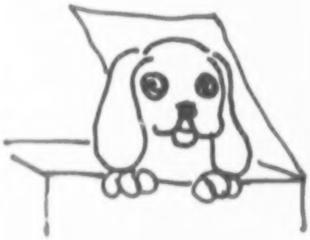
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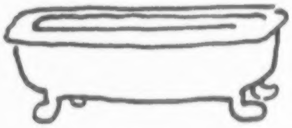
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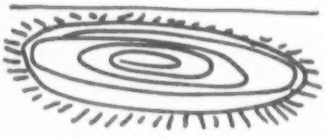
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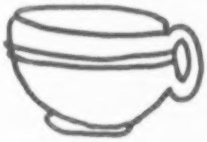
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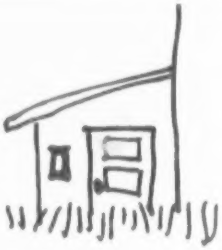
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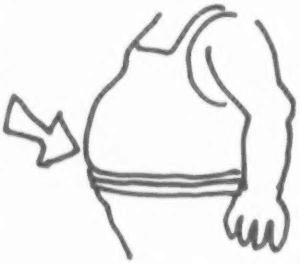
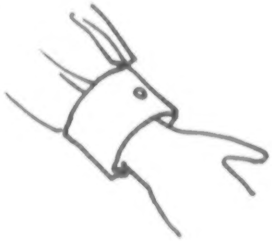

12.__________

PH WS 7 Name______________________________ Date__________

rug
fan
cuff
bug
bag
rag
hut
big
tub
tab
hat
sack
him
sick
ham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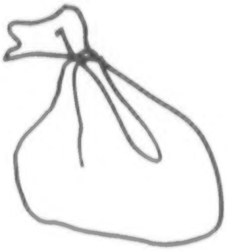
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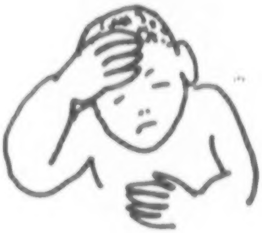
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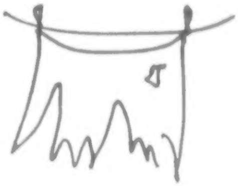
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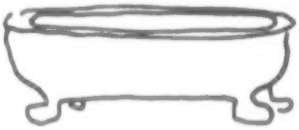
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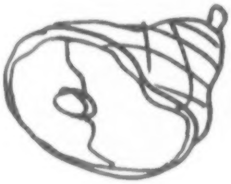
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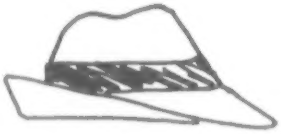
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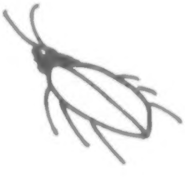
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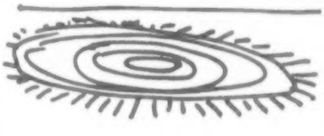
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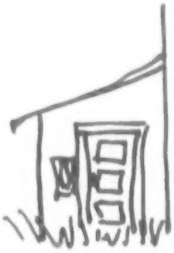
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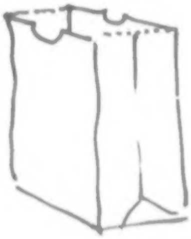
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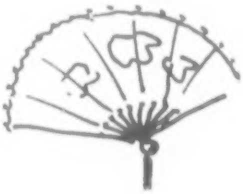
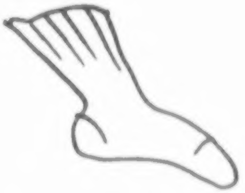

12.__________

Name________________________________ Date____________ PH WS 8

mop
sock
hop
hog
moth
cob
rod
fox
fog
rock
top
pot
nod
sob
pod



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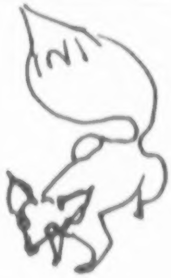

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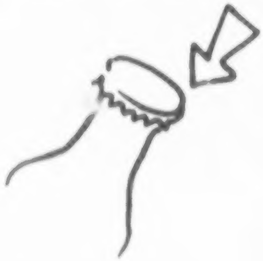

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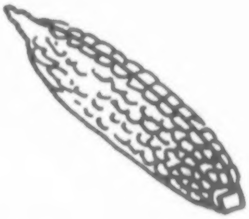

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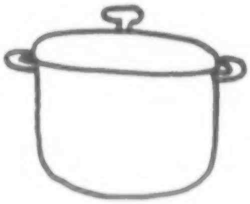

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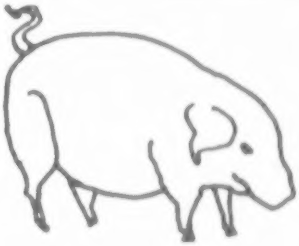

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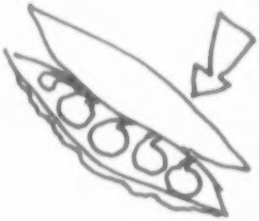

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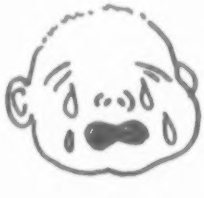

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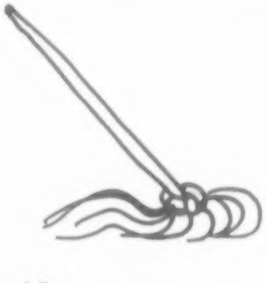

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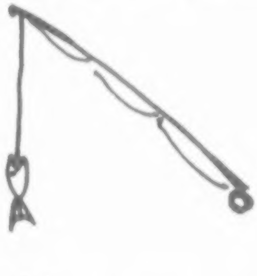

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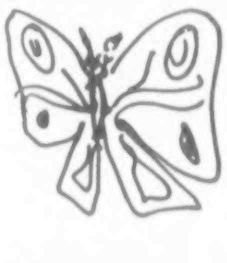

12.____________

PH WS 9 Name________________________ Date____________

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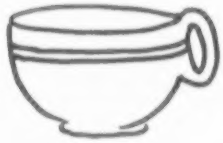
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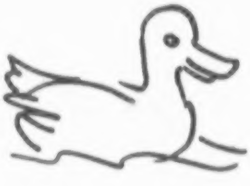
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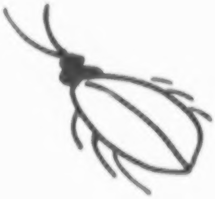
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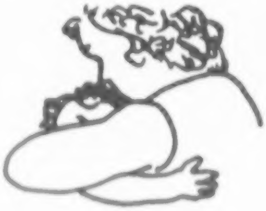
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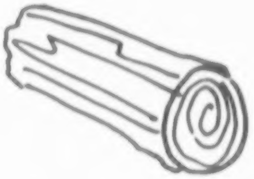
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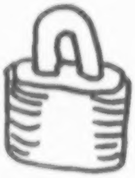
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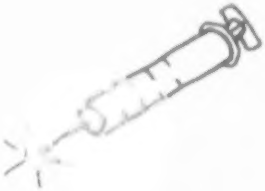
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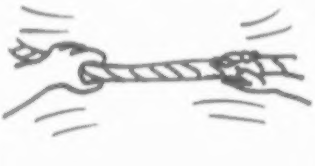
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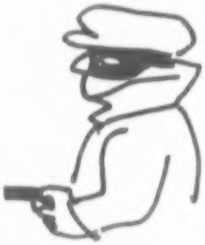
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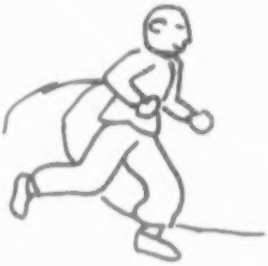
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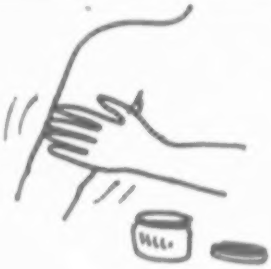
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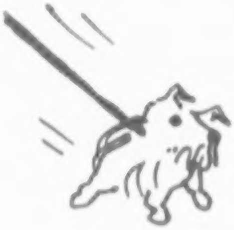
12.__________

Name________________________________ Date____________ PH WS 10

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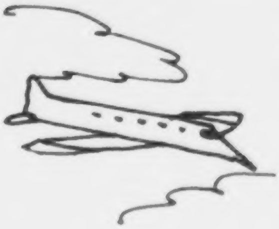

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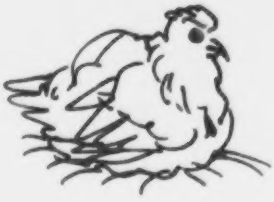

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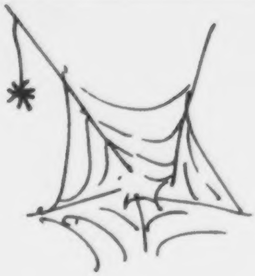

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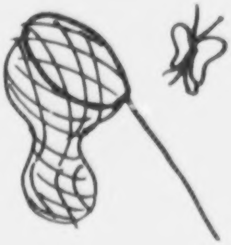

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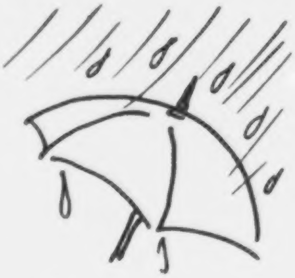

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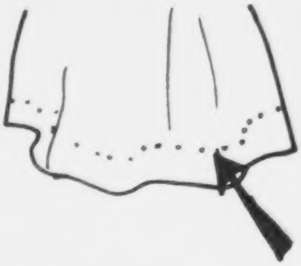

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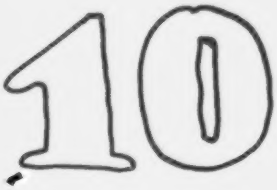

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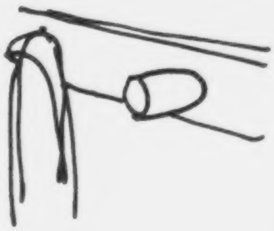

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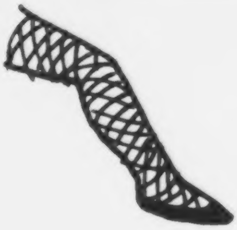

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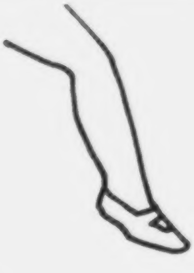

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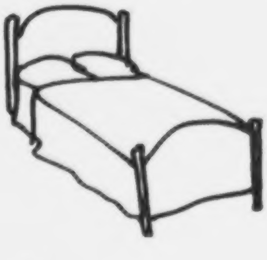

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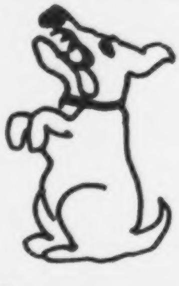

12. ____________

PH WS 11 Name________________________________ Date____________

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pen
hem
chess
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pin
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pig
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check
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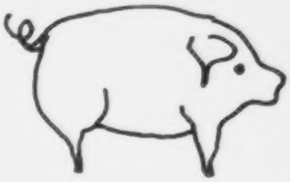
chick
hen
him



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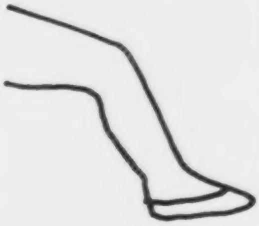

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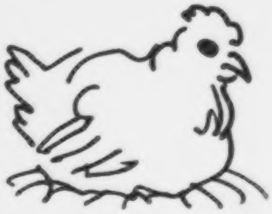

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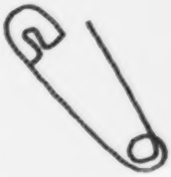

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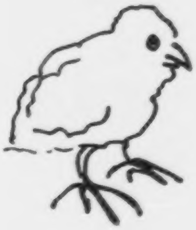

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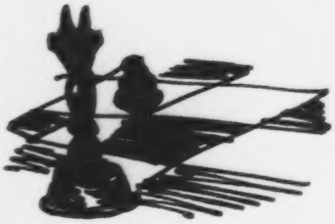

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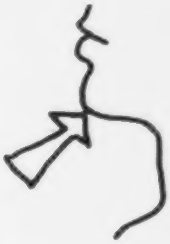

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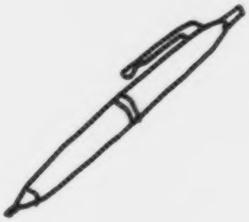

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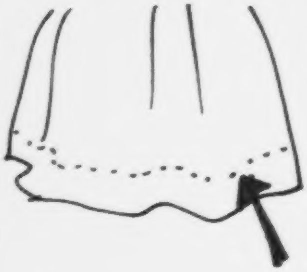

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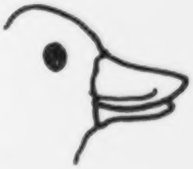

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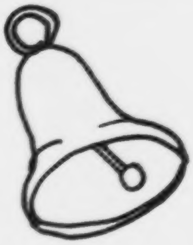

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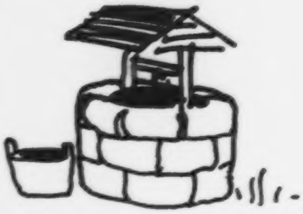
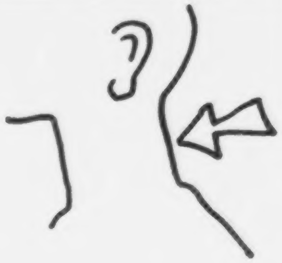


12.____________

Name______________________________ Date__________ PH WS 12

chop
neck
dot
rush
bed
map
hill
sun
doll
itch
ox
lap
pet
rum
jet



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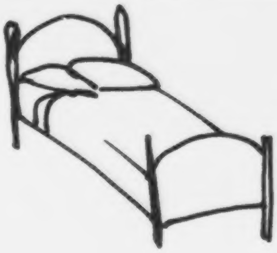

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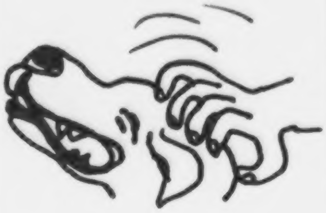

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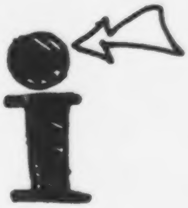

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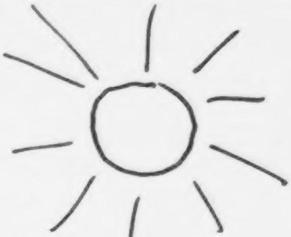

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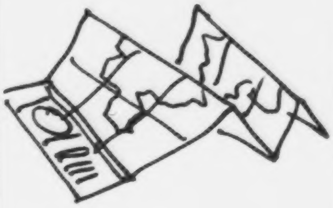

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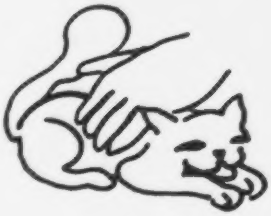

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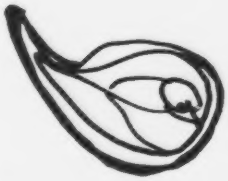

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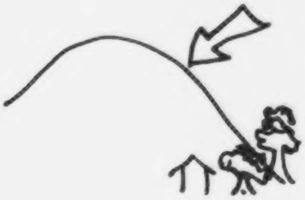

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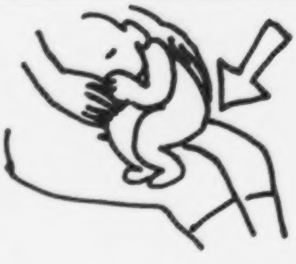

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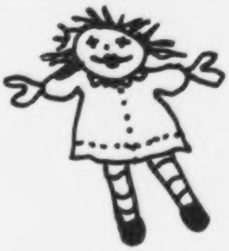

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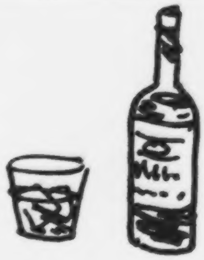
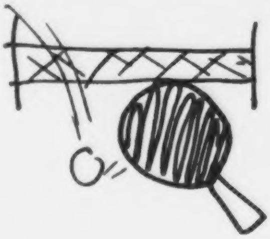


12.__________

PH WS 14 Name________________________________ Date____________

hang
song
wing
lung
gang
fang
ring
ping-pong
gong
long
rang
zing
Wang
bang
rung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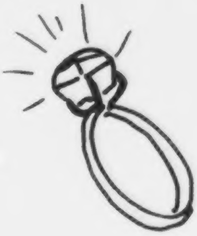
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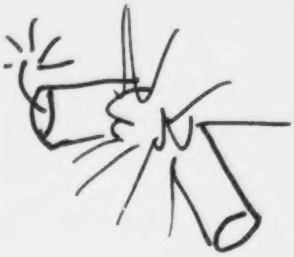
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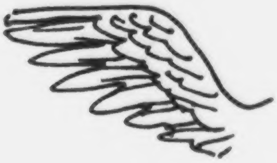
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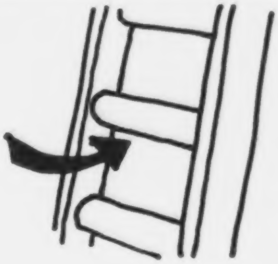
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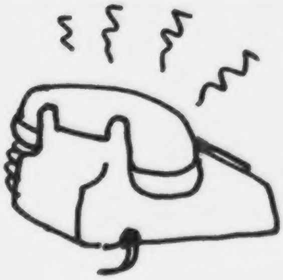
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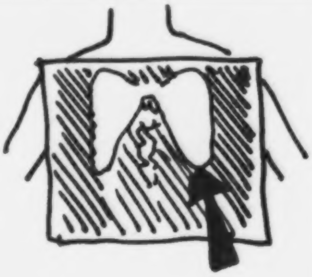
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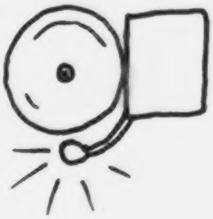
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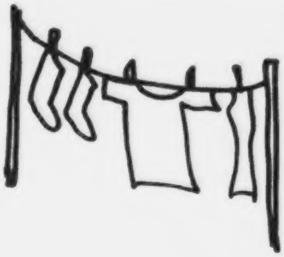
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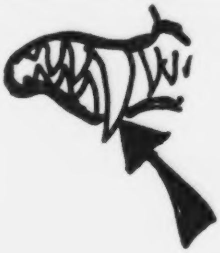
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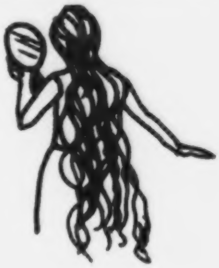
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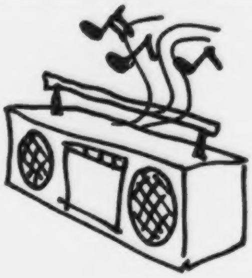
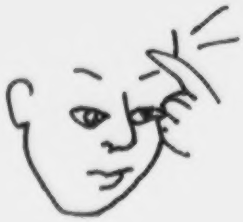

12.__________

Name________________________________ Date____________ PH WS 15a

link
honk
dunk
thank
rink
tank
punk
think
mink
bank
wink
sank
sink
bunk
bonk



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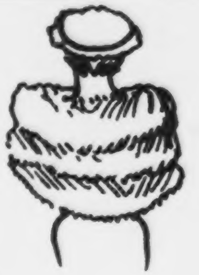

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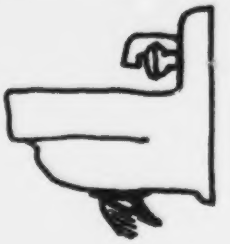

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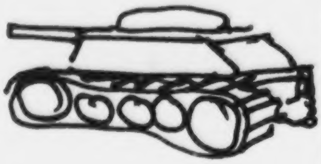

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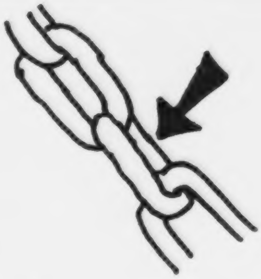

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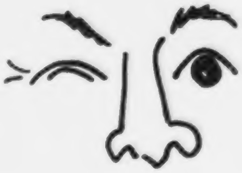

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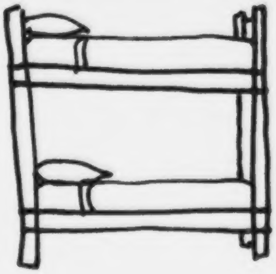

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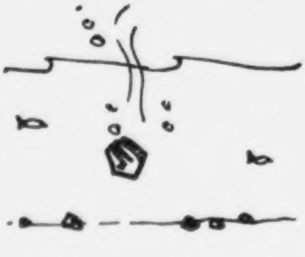

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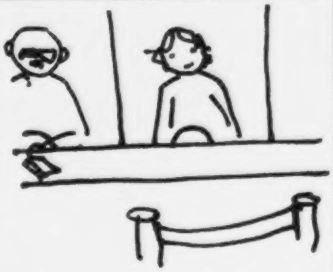

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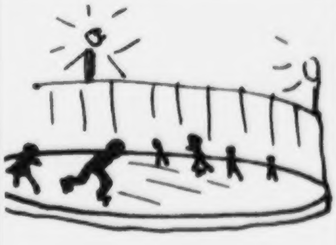

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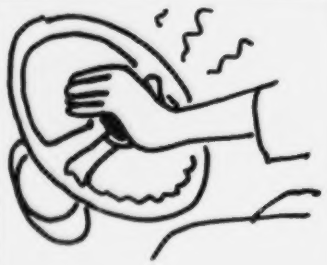

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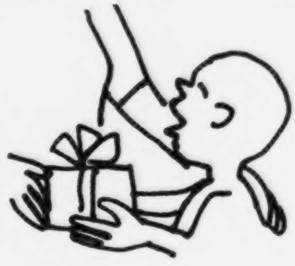
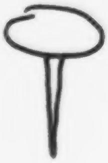


12.____________

PH WS 15b Name________________________________ Date____________

rank
honk
puck
sink
lick
tack
dung
kick
duck
king
hock
wink
wing
back
bang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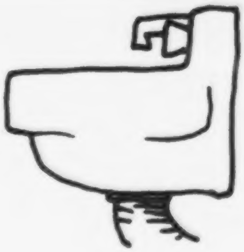
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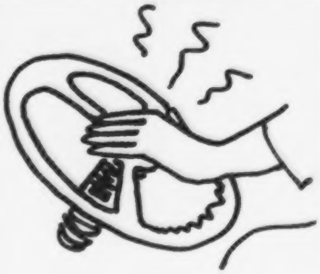
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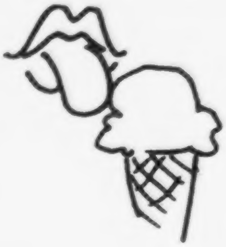
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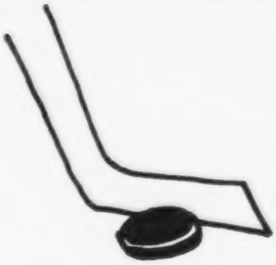
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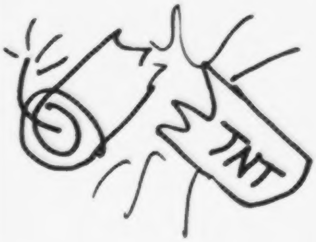

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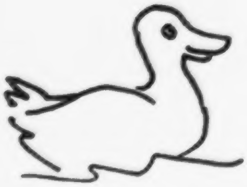
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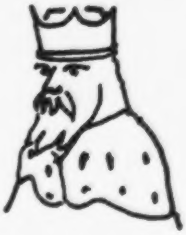
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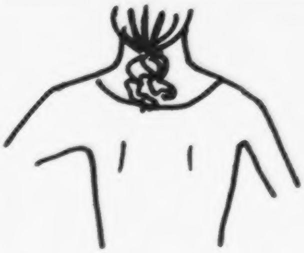
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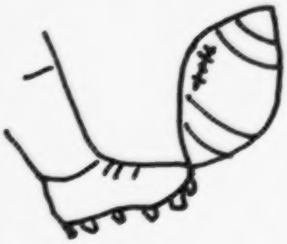
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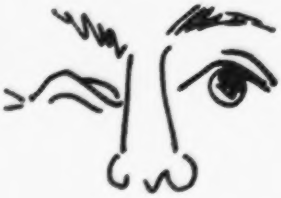
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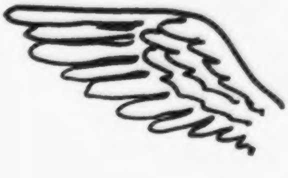
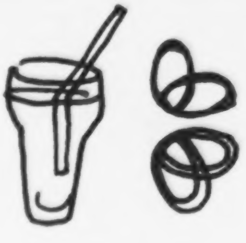

12.__________

Name_________________________________ Date____________ PH WS 16a

sled
sniff
flash
smog
snap
flag
slap
fleck
slim
smash
snip
slug
snack
flip
slot



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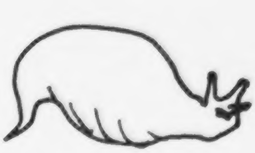

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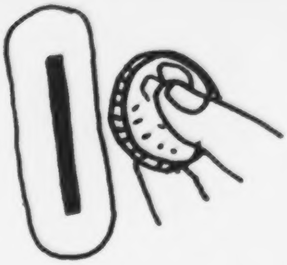

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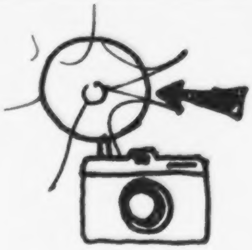

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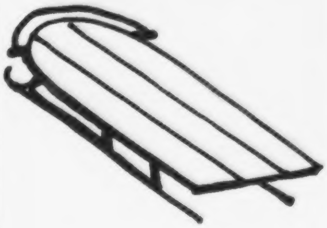

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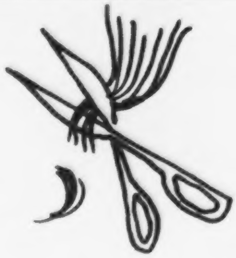

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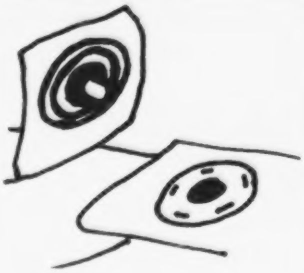

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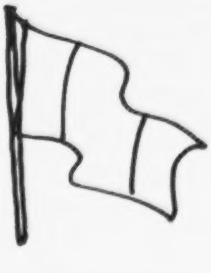

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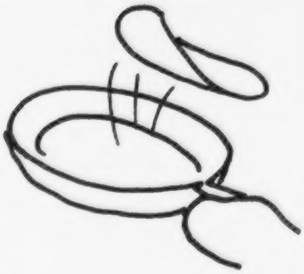

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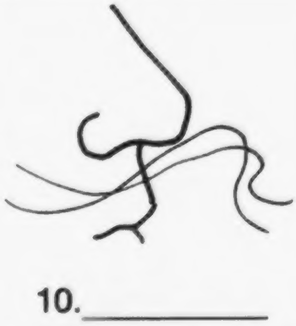

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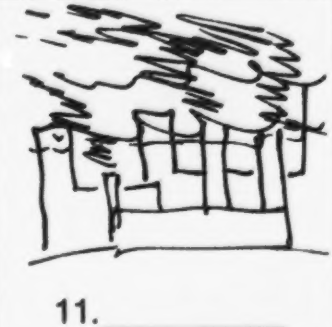
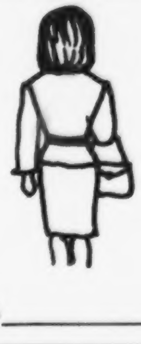


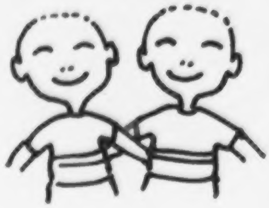
11.__________



12.__________

PH WS 16b Name______________________________ Date__________

stack
spin
cloth
blush
twins
steps
club
block
swing
clip
spots
clap
plum
plug
black



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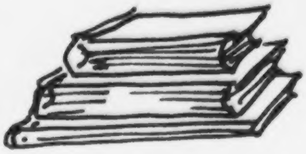

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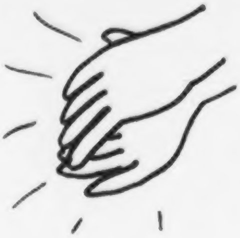

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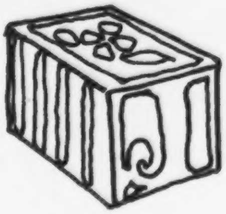

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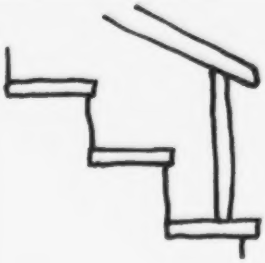

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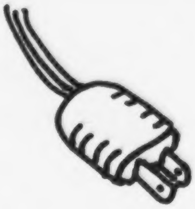

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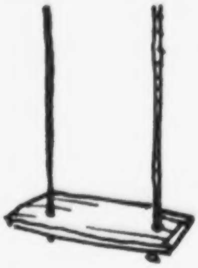

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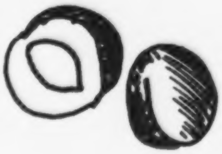

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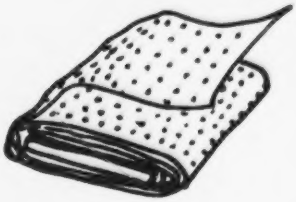

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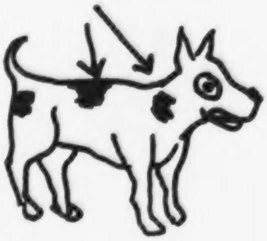

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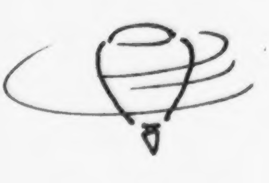

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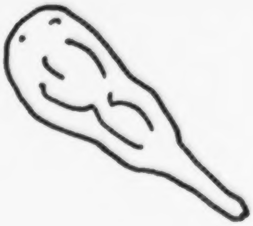
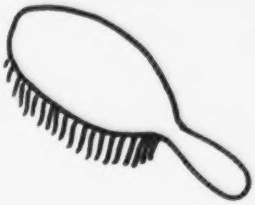


12.__________

Name_______________________________ Date____________

crib
track
brush
press
drip
crash
crab
brag
grass
drum
crack
brat
brick
trot
grab



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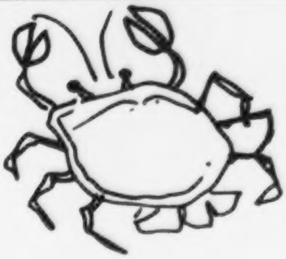

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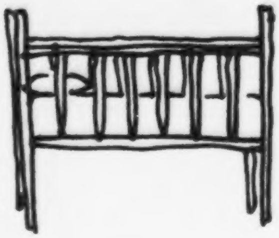

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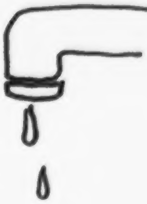

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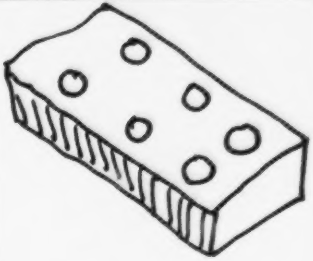

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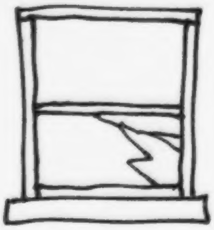

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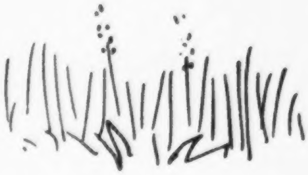

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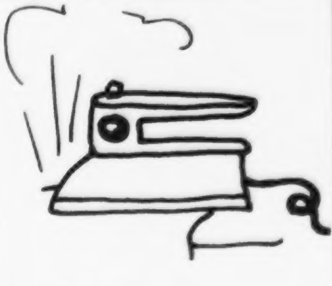

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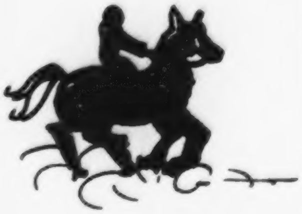

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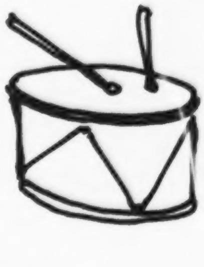

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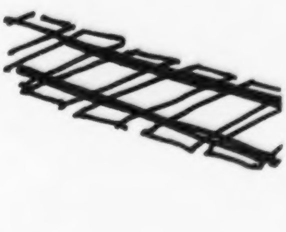

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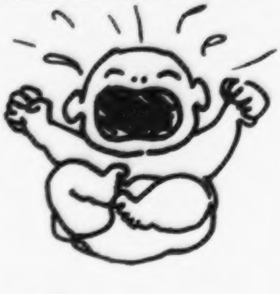
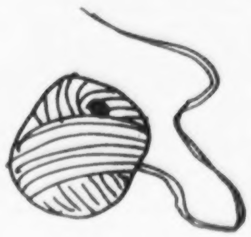


12.__________

PH WS 17 Name____________________ Date____________

splash
string
scram
split
squid
shrub
shrimp
scrub
shrank
struck
spring
splint
strap
thrush
strip



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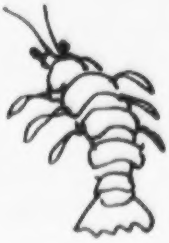

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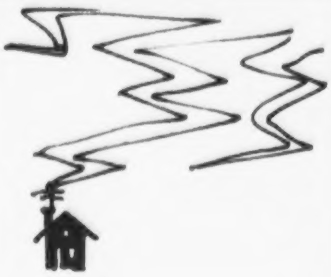

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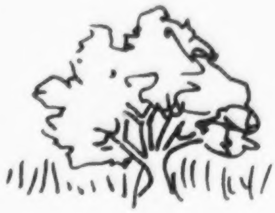

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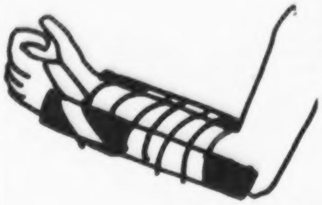

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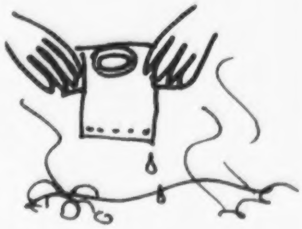

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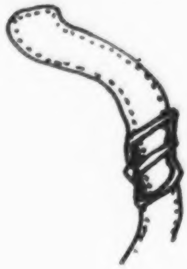

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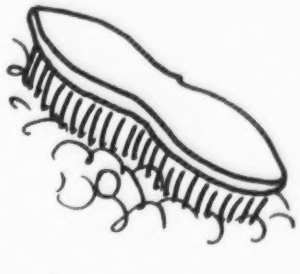

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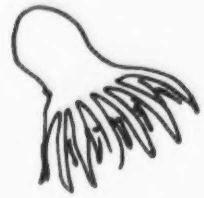

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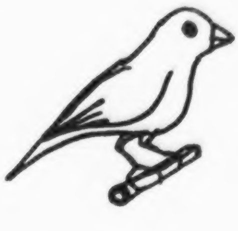

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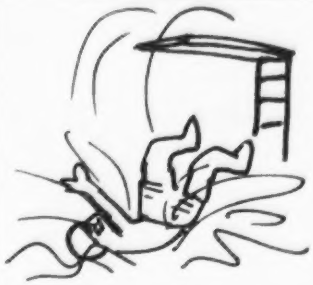

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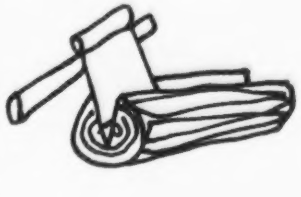
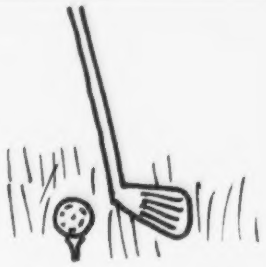


12.____________

Name______________________________ Date____________ PH WS 18

raft
wilt
nest
shelf
pump
mask
belt
desk
lump
gift
list
limp
sift
golf
sand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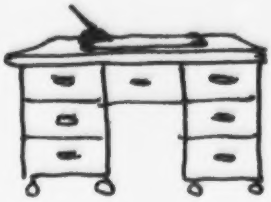
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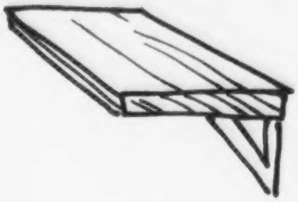
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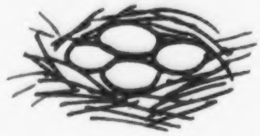
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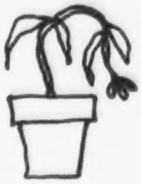
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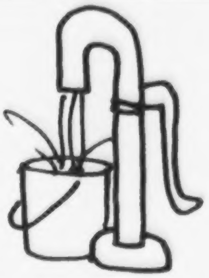
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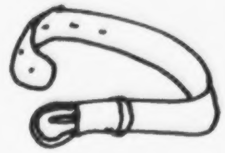
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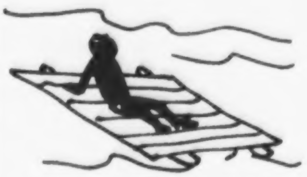
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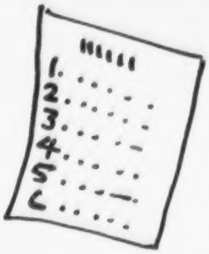
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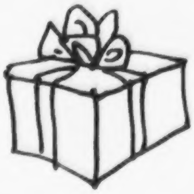
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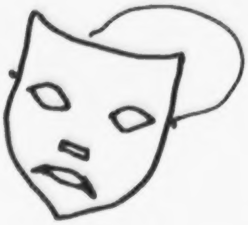
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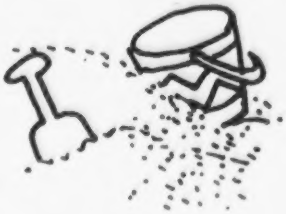
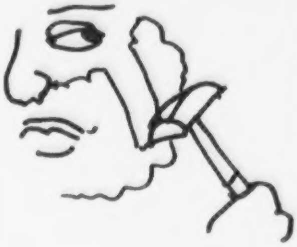

12.____________

PH WS 19a Name________________________________ Date____________

tape
whale
cake
grades
shave
cane
game
pale
wade
shade
snake
rake
wave
frame
scale



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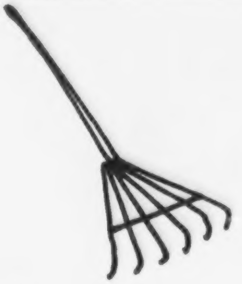

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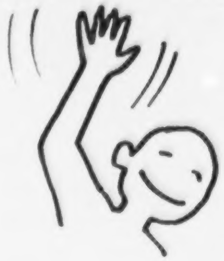

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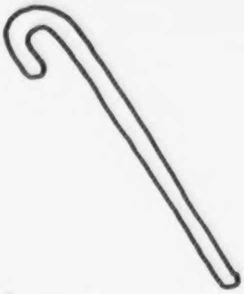

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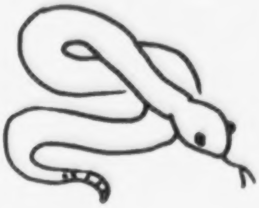

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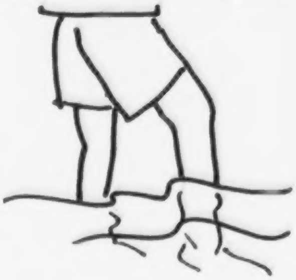

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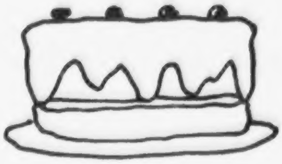

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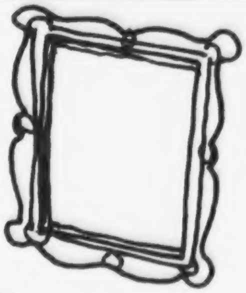

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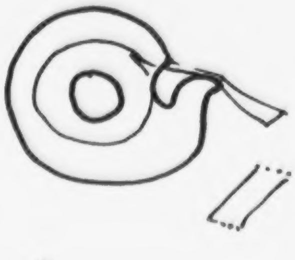

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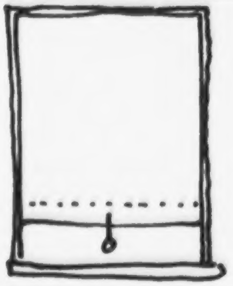

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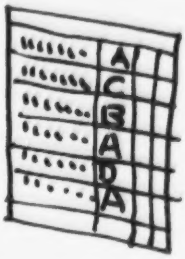

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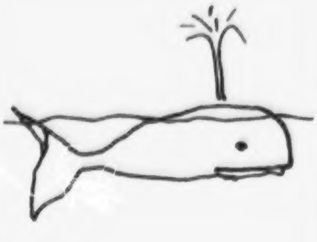
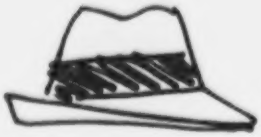


12.__________

Name________________________ Date__________ PH WS 19b

cap
plane
back
mat
hat
lake
grad
stack
hate
cape
tap
pal
pale
fat
fate



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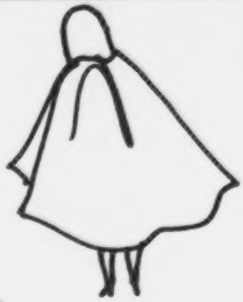

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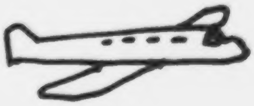

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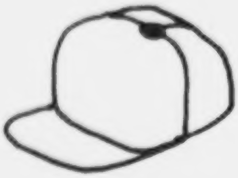

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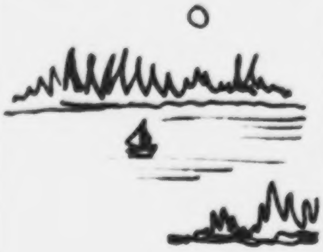

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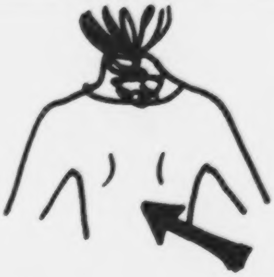

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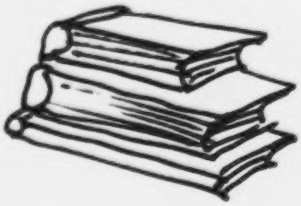

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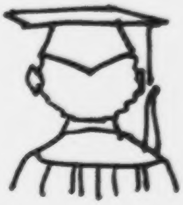

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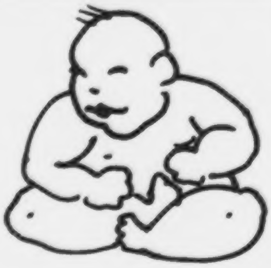

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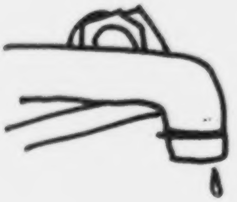

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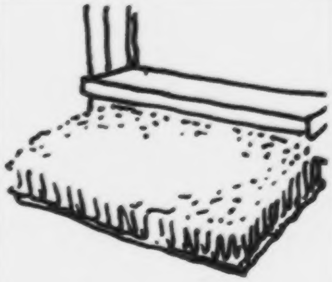

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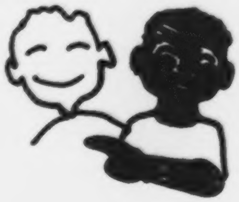

12.__________

PH WS 19c Name______________________________ Date__________

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pine
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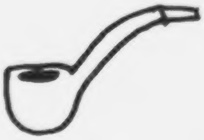
bite
pipe
shine
nine
ride
line
slide
side
kite
spike
drive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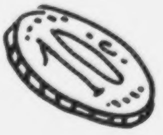
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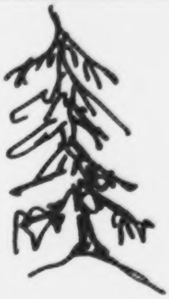
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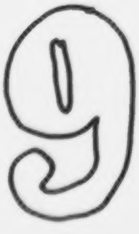
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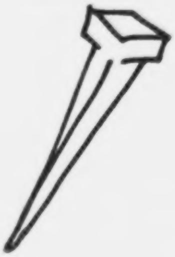
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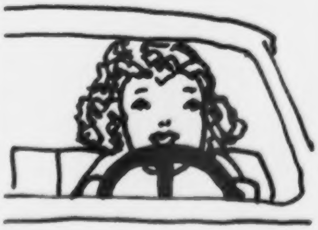
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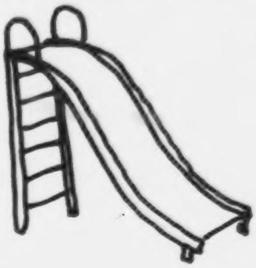
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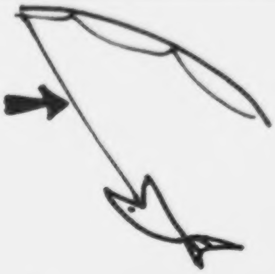
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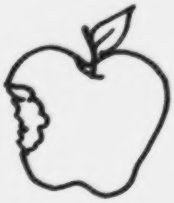
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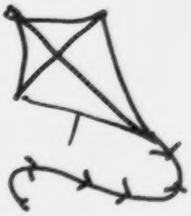
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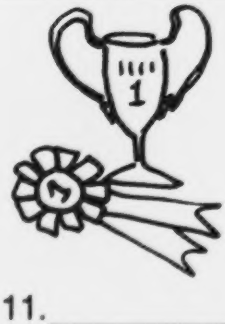

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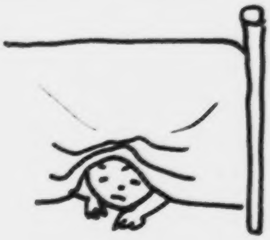
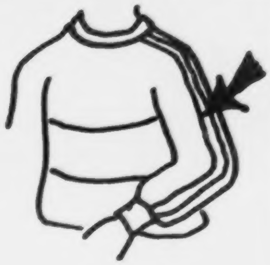

12.__________

Name______________________________ Date___________ PH WS 19d

rip
lick
pile
trip
stripe
grip
pill
spine
win
spin
pin
wine
kite
trick
trike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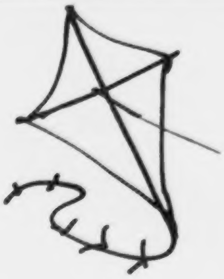
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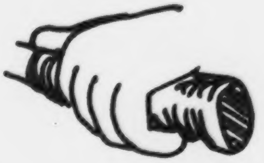
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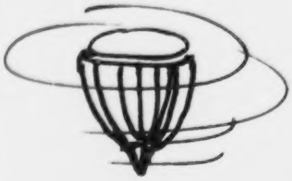
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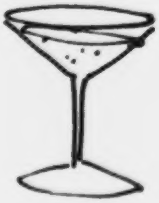
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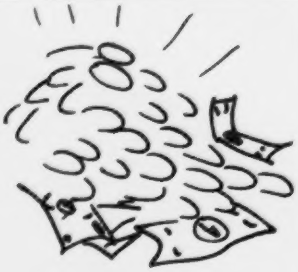
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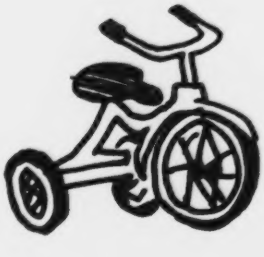
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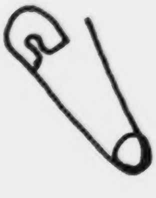
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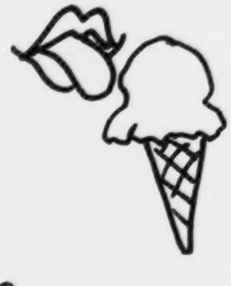
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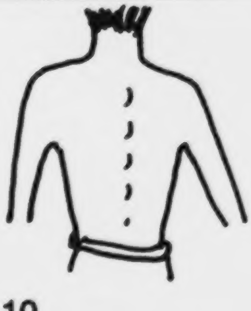
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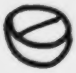
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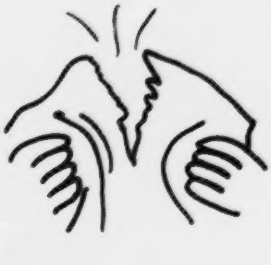
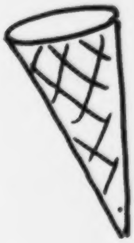

12.___________

PH WS 19e Name______________________________ Date____________

dome
rope
globe
hole
choke
bone
smoke
cone
pole
throne
sole
home
nose
rose
stove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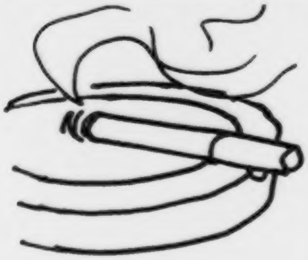
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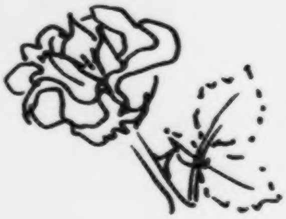
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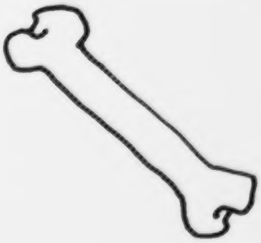
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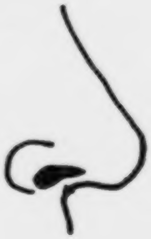
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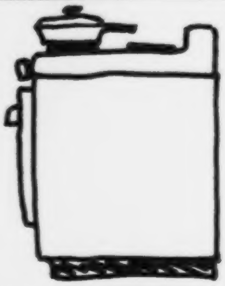
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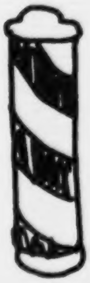
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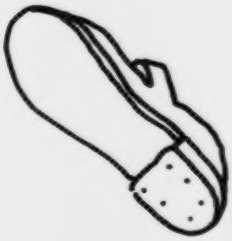
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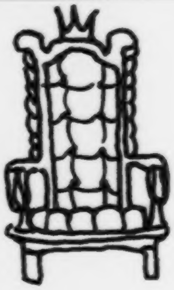
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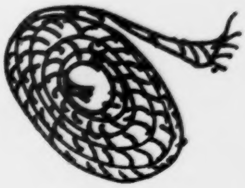
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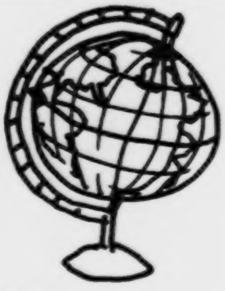
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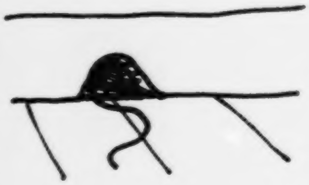
12.____________

Name______________________________ Date____________ PH WS 19f

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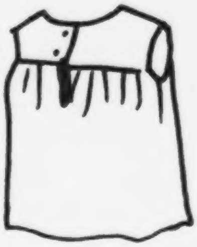
woke
smock
smoke
pop
nod
robe
slope
bone
mole
rob
doll
rose
note
hope



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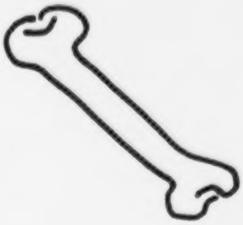

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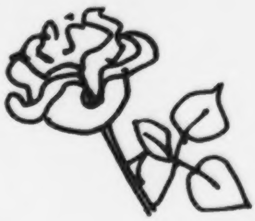

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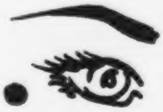

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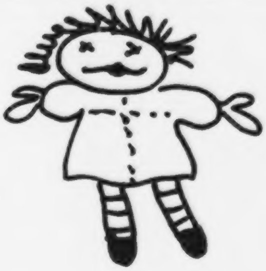

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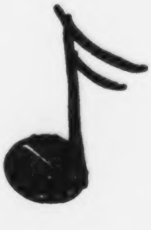

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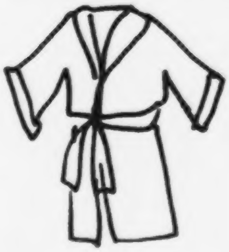

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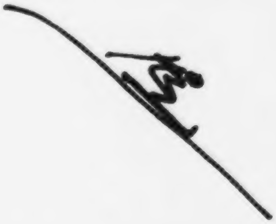

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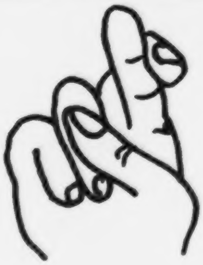

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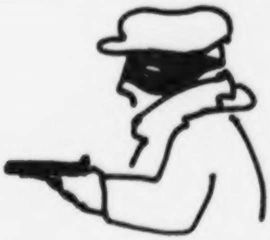

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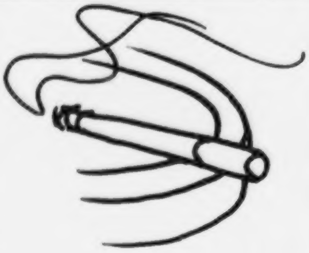

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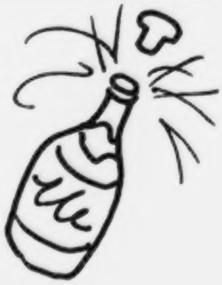

12.__________

PH WS 19g Name______________________________ Date__________

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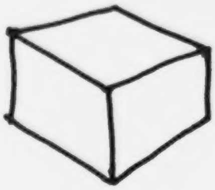
cut
duck
mule
tub
rude
dude
cube
tune
flute
rule
cub
June
fuse



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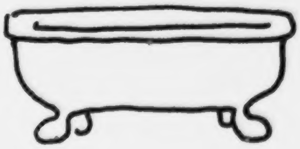

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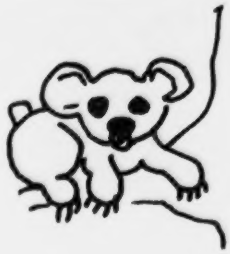

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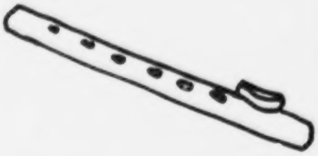

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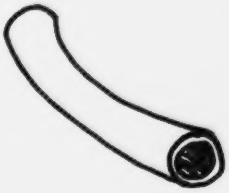

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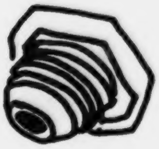

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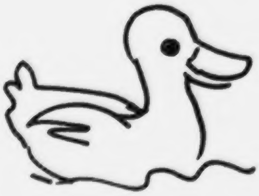

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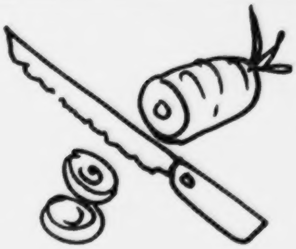

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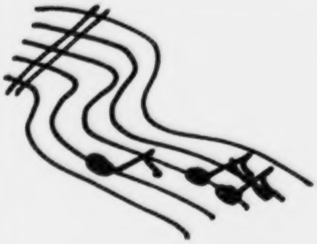

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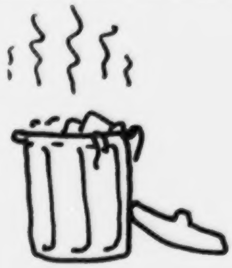

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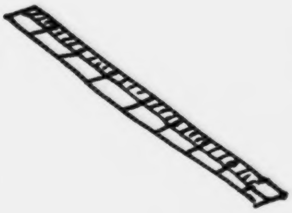

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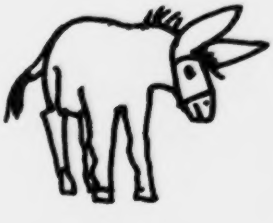

12. __________

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SIGHT WORDS

As has been stated in the Phonics section, eighty per cent of English is reputed to be phonetically regular. If one thinks about it, there are indeed hundreds of short regular words, and many multisyllabic words of Greek and Latin origin made up of phonetically-regular roots, prefixes and suffixes. The problem is that the other twenty per cent of the language is the part we use all the time! If one glances down a list of the most frequently used words in English, like the Dolch list, or Fry's *3,000 Instant Words*, many are phonetically irregular. They must be learned as a whole, memorized like pictures.

This is fine for people who have good visual memory for a sequence of letters; but among adults reading 0–2nd level are many people who have trouble revisualizing print. They may do fine remembering other visual configurations, like shapes and pictures and people's faces, but not letters. This is one common aspect of dyslexia. Traditionally, it is expected that if a child sees a word 50 to 100 times, s/he can spell it. For a person with poor visual memory for letters, it doesn't matter how many times s/he sees the word, and even accurately reads it, s/he still cannot reliably and consistently spell it. When s/he goes to "call" for it, s/he may get all the letters flashed up on the mental "screen," but in the wrong order. Or the letters may fuzz and blur and rotate. Or the *r* in an *r*-blend may be dropped or transposed.

For these people, a purely visual approach to spelling is inappropriate. They need to bring in the other senses, or some rhythm. Two possible approaches follow.

I. Fernald VAKT

This is a method for learning to both read and spell sight words. The word to be learned is printed in black marker or black crayon as large as possible, in either lower-case print or in cursive (whatever the student prefers), on a half-sheet of paper (made by cutting an 8½" by 11" sheet lengthwise). The difficult part of the word can be lightly underlined. If it is more than one syllable, the divisions can be shown by lightly scooping underneath the word. (Some students see a slash between syllables as a lower-case *L*.) A short easy sentence using the word in context may be written at the bottom, in case a student working on spelling at home forgets what the word is and needs a reminder. The student's initials can go at the top in case the sheet gets left in the classroom:

P.L.

mother

I love my mother.

not

mo/ther

Any other common words following the same pattern that can be learned along with the original word may be written on the back of the sheet. For example, for *mother*, one can add *other*, *brother* and *another*.

VAKT stands for visual, auditory, kinesthetic (having to do with muscles) and tactile (having to do with touch). The student will look at the word, listen to him/herself say the name of each letter and then the whole word, feel the word by tracing with the sensitive tips of two fingers, and involve the muscles of the upper arm by sitting as far back from the paper as possible, and keeping a straight arm, all at the same time. Therefore the method is multisensory and simultaneous. The teacher models this for the student, tracing each letter as s/he says the name of it, and then sweeping left to right under the word while saying the whole word. The student does this four or five times until s/he feels ready to turn the paper over and write the word on a different piece of paper, also saying the name of each letter at the exact same time as writing it, then saying the whole word. The student then checks his/her spelling with the original, and writes it in the same manner four or five times.

Students can also trace in sand, or in the air, or on the blackboard, or on a large piece of newsprint on the wall. Words should be filed in a legal-envelope-size bellows file with alphabetical dividers and saved for future tracing if necessary, and words should be reviewed frequently.

II. Chanting

For some people, the VAKT method is inappropriate. They may get overloaded by all the stimulation, or may simply be more dependent on auditory cues. Here the element of rhythm is crucial. The teacher models the chanting. An example would be:

"P-E-O, P-L-E, peo.............PLE!"

It is very important to (1) make the rhythm as jazzy as possible, and (2) to first say the letters, then the whole word, in order to associate the two. The individual student, or group, chants the word four or five times, then writes it, saying the letters in rhythm as they write. And that's all there is to it!

Though some sight words can be learned in groups, like *mother*, *other*, *brother* and *another*, or *could*, *would* and *should*, sight words are basically learned one at a time. The method is rather inefficient compared to learning to spell phonetically-regular words, where learning one sound/symbol relationship can enable one to spell that sound in many words. Therefore, how do we decide which ones of the many possible sight words in English are worth all the trouble? It makes sense for the teacher to begin with a core of basic sight words that everyone learns. In this Kit, this core list includes 60 of the first 300 words in Edward Fry's list of *3,000 Instant Words*, the

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numbers one to ten, the days of the week and the months of the year. For additional reference, an alphabetical list of food words is also included, from which students can choose words they'd like to learn to spell. Also included is the Literacy Volunteers of America "Functional Reading Word List for Adults." This is an excellent list of longer words adults encounter frequently. (You might want yourself to add in "Ms." after "Mr." and "Mrs." The list is from 1966.) Other lists of common words (names of family relationships, colors, articles of clothing, weather terms, and so on) can also be gradually compiled by an individual student or classroom group, and kept in the notebook.

Then in addition each student can develop a personal list of sight words for reading and spelling. S/he may choose them from his/her language experience stories. Or, this is the place for the teacher to add words misspelled or asked for in journal entries and other writing activities. In a group, students can trade lists and quiz each other on five words or so each day from their lists. In individualized situations, the teacher can incorporate the student's own spelling words into dictations of sentences using either Fry words, or phonetically-regular words from phonics lessons.

Through VAKT or chanting, students learn both the reading and spelling of sight words at the same time.

Following is the Sight Word Progress Sheet, a copy of which should go into each student's folder, then trace, copy, write-from-memory worksheets for each of the 60 Fry words, numbers one to ten, and days of the week and months of the year. There are nine sheets of Sight Word Sentences which use the 60 Fry words in a cumulative fashion. These sentences can be used for either reading or spelling dictation, after the student has had a lot of practice spelling and reading the individual words. Each student should also receive a copy of the numbers, days of the week, months of the year and food list for his/her notebook. It may take some effort to convince students that there is nothing wrong with using these lists for reference while writing out checks or making up a shopping list, at the same time that they are slowly learning to spell the same words independently.

Progress Sheet – *Sight Words* **Name**__________________

	Reading	Date	Spelling	Date		Reading	Date	Spelling	Date
1. my					31. me				
2. name					32. come				
3. is					33. was				
4. this					34. with				
5. home					35. were				
6. live					36. one				
7. in					37. know				
8. work					38. for				
9. at					39. had				
10. am					40. what				
11. his					41. when				
12. good					42. your				
13. have					43. see				
14. it					44. done				
15. to					45. not				
16. that					46. two				
17. and					47. give				
18. can					48. today				
19. are					49. do				
20. mother					50. does				
21. be					51. or				
22. said					52. all				
23. you					53. who				
24. they					54. we				
25. go					55. of				
26. from					56. them				
27. she					57. why				
28. he					58. out				
29. her					59. talk				
30. will					60. want				

my my

name name

is is

this this

home home

SWW 1b

my my

name name

184 is is

this this

home home

live live

in in

work work

185

at at

am am

his his

SWW 2a

SWW 2b

live live

in in

186 work work

at at

am am

his his

good good

have have

187

it it

to to

SWW 3a

SWW 3b

good good

have have

it it

to to

188

that that

and and

189

can can

233

234

SWW 4a

SWW 4b

that that

190 and and

can can

are are

mother mother

be be

191

said said

you you

they they

SWW 5a

SWW 5b

are are

mother mother

192 be be

said said

you you

they they

23 240

go go

she she

from from

193

he he

her her

will will

SWW 6a

SWW 6b

go go

she she

from from

he he

her her

will will

me me

come come

was was

195

with with

were were

one one

SWW 7a

SWW 7b

me me

come come

196 was was

with with

were were

one one

247

248

know know

for for

had had

197

what what

when when

SWW 8a

your your

SWW 8b

know know

for for

198

had had

what what

when when

your your

done done

not not

two two

199

give give

today today

do do

SWW 9a

done done

SWW 9b

not not

200

two two

give give

today today

do do

does does

or or

all all

201

who who

we we of of

them them

SWW 10a

SWW 10b

does does

or or

202 all all

who who

we we of of

them them

why why

out out

talk talk

203

want want

SWW 11a

SWW 11b

why why

out out

204 talk talk

want want

SIGHT WORD SENTENCES 1: *my to his*

1. I am at home.
2. This is my home.
3. I am at work.
4. This is my work.
5. This is my name.
6. This is home. This is work.
7. I live my work.
8. This is his work.
9. This is his name.
10. My work is at home.
11. His work is at home.
12. I live at his home.
13. My home is my work.
14. Am I at home?
15. Is this home?
16. Is this work?
17. Is this my home?
18. Is this his home?
19. Is this my name?
20. Am I in his home?

SIGHT WORD SENTENCES 2: *my to can*

SWS 2

1. I have a home.
2. I have this home.
3. This is a good home.
4. My work is good work.
5. I have to work.
6. I have a name.
7. This is my name.
8. It is a good name.
9. I live in a good home.
10. His name is a good name.
11. His home is a good home.
12. His work is good work.
13. Is this a good home?
14. Is my work good work?
15. Is it a good name?
16. Is his name a good name?
17. Is his work good work?
18. That is my home.
19. Is that a good name?
20. Work is this and that.

SIGHT WORD SENTENCES 3: *my to they* SWS 3

1. You are a good mother.
2. Can you be a good mother?
3. I said you have to be a good mother.
4. His mother said that work is good.
5. It is good to have a mother.
6. They are at home. You are at home.
7. They are at work. You are at work.
8. They said they can work and be at home.
9. You said you can live at home.
10. It is good to be at home, and it is good to be at work.
11. His mother can live at home.
12. This mother is my mother.
13. This is my mother and dad at home.
14. They can work at home.
15. Are they at work? Are they at home?
16. Are you at work? Are you at home?
17. "Am I a good mother?" I said.
18. I said that you and they can work.
19. To be, to live, to work, this is good.
20. You have said that they have to be good.

SIGHT WORD SENTENCES 4: *my to will*

1. She is a mother. She will go to work.
2. He is a dad. He will go to work.
3. They said that they have to go home.
4. She will go from her work.
5. He will go from his home.
6. You said you will be at home. Good!
7. They will go from work to home.
8. She will live at home and go to work.
9. It is good that she can work.
10. It is good that he can work.
11. They are at work and at home.
12. My mother said he will go home.
13. You said that she said that he will be at work!
14. It is good to go from work to home.
15. Will she be at work? Will she be at home?
16. Will he go to her home? Will she go to his home?
17. Go to work! Go home! Go, go, go!
18. Will she live in this home? Is it her home?
19. Can he live at his mother's home?
20. Can his mother live at his home?

SIGHT WORD SENTENCES 5: *my to one*

1. Come with me to work.
2. They were with my mother at home.
3. Was she with him at work?
4. He said he will come with me.
5. This one is my home. That one is her home.
6. I have one mother and one dad.
7. She said she will be with his mother.
8. That was good to come home from work.
9. Her mother and dad were with her.
10. Are they from a good home?
11. He was with my good mother.
12. Was he with her? Was she with him?
13. Will you be at home?
14. Will he come from home?
15. I have one name, and you have one name.
16. Will one be good?
17. That one was it. This one will be it.
18. I have to be good. You have to be good.
19. She was good to him. He was good to her.
20. Can I go home? Can I go to work?

SIGHT WORD SENTENCES 6: *my to your*

1. When will you be at your home?
2. When will he live in this home?
3. What was it that he said to his mother?
4. I said, "When were you with your mother?"
5. I know what she said to him at work.
6. I know what he said to her at home.
7. They had a good home.
8. I know one good mother. She can work.
9. When did she come to your home?
10. I know that you will come with me from work.
11. They know that I can have one.
12. What was that for? What were they for?
13. Did you know they were at my home?
14. Did you know what it was for?
15. It is good to know when to come home.
16. What to work for? What to live for?
17. Can you know what good will come from that?
18. This is for good.
19. I have said it and said it: go home!
20. You will know when to go to work.

SIGHT WORD SENTENCES 7: *my to do*

1. Today I will give you my name.
2. Do not go to work. Do not go home.
3. I know I can see my mother at home.
4. She said she had two to see at home.
5. Have you done your work for today?
6. Do you have work to do at home?
7. I will see that they are done with work.
8. They said they were done.
9. Did he come from home today?
10. Can I see one? Can I see two?
11. What did you give to her today?
12. "What did you do?" said his mother.
13. I will not see you at work today.
14. When did you two come home?
15. I do not know what can be done.
16. What good can come from this?
17. Are he and she at work?
18. I know that you will live with her.
19. They were not at home.
20. I know that I am done for today.

SIGHT WORD SENTENCES 8: *my* to *them*

SWS 8

1. I know one of them.
2. You know two of them.
3. Does she know what this is for?
4. Who was that with you at work?
5. Does he or does he not see?
6. We will give all of them a home.
7. We will be at work or at home.
8. My mother does her work at home.
9. I said that we were with you today.
10. When does it come, do you know?
11. Give two of them to her.
12. Do you know of a good home for them?
13. We have done good work.
14. Am I done or not?
15. Who were we with when you were with me?
16. Today I was at home with him.
17. Does my mother see me with you?
18. They do all of it.
19. Does she see that I know him?
20. I know he is done with it all.

SIGHT WORD SENTENCES 9: *my* to *want*

1. What do you want?
2. Do you want to talk?
3. Do you want out?
4. Does he want to talk to her?
5. Why does she want to talk with him?
6. Will your mother want to talk today?
7. Who do you want to come?
8. When do you want to give it to me?
9. I will be out when you come.
10. She is all done with talk.
11. You said why they were out.
12. I know why you were out.
13. You and I have to go out and have a talk.
14. Who was it she had to talk to?
15. We can work it out.
16. Today I will give a talk.
17. I want to go see my mother.
18. They do want to talk.
19. Why did you not come today?
20. Can we talk?

Monday Monday

SWW 12a

Tuesday Tuesday

214

Wednesday Wednesday

Monday Monday

Tuesday Tuesday

Wednesday Wednesday

Thursday Thursday

SWW 13a

216

Friday Friday

Saturday Saturday

Thursday Thursday

Friday Friday

Saturday Saturday

Sunday Sunday

SWW 14a

218

Sunday Sunday

219

SWW 15a

January January

February February

March March

January January

February February

221

March March

April April

SWW 16a

May May

222

June June

April April

May May

June June

July July

August August

September September

SWW 17a

224

July July

August August

225

September September

October October

226 November November

December December

October October

November November

227

December December

SWW 19a

one one

two two

three three

four four

five five

six six

one one

two two

three three

229

four four

five five

six six

SWW 19b

seven seven

eight eight

nine nine

ten ten

SWW 20a

seven seven

eight eight

nine nine

231

ten ten

SIGHT WORDS: *Names of Foods*

Name______________

acorn
almond
American
apple
applesauce
apricot
artichoke
asparagus
avocado

back
bacon
bagel
baked beans
baking powder
balogna
banana
barbecue sauce
bean
beef
beer
beet
biscuit
black-eyed peas
blueberry
bottle
box
bran
bread
breast
brisket
broccoli
brownie
brussel sprouts
butter
butterscotch

cabbage
cake
candy
canned
carrot
cauliflower
celery
cereal
cheddar
cherry
chicken
chili
Chinese
chips
chitterlings
chocolate
chops
chuck
cider
cinnamon
coconut
cod
coffee
Coke
cold cuts
cole slaw
collard greens
cookies
corn
corned beef
cornstarch
crab
crackers
cranberry
cream
crust
cucumber
custard

dates
doughnut
dozen
dressing

eggs
eggplant

English
evaporated milk

fig
filet
fish
flakes
flounder
flour
French
frozen
fruit

gallon
garlic
granola
grape
grapefruit
gravy
green peppers
grits
ground

haddock
half
ham
hamburger
ham hocks
head
heavy
honey
hot dogs

ice cream
instant
Italian

jam
jar
jelly
juice

kale
ketchup

lamb
large
lasagne
lean
leeks
legs
lemon
lettuce
lime
light
liver
lobster

macaroni
mango
maple
margarine
marshmallow
mayonnaise
meat
medium
melon
milk
mozzarella
Muenster
muffins
mushroom
mustard

nectarine
noodles
nuts

oatmeal
oil
okra
olive
onion
orange
ounce (oz.)

package
pancake
papaya
parsley
pastrami
peach
peanut
pear

peas
pepper
Pepsi
perch
pie
pig feet
pineapple
pint
pizza
plain
plum
pork
potato
pound (lb.)
powder
pretzels
pudding
pumpkin

quart
quince

radish
raisin
raspberry
ravioli
relish
rhubarb
rice
ricotta

rolls
roast
rye

salad
salami
salmon
salt
sauerkraut
sausage
scallions
sherbet
shrimp
sirloin
skim
small
soup
sour
spinach
sprouts
squash
squid
spare ribs
spaghetti
steak
stew
stewing
strawberry
sugar

sweet
Swiss
syrup

tangerine
tea
tofu
tomato
tonic
tuna
turkey
turnip

vanilla
veal
vegetable
vinegar

waffles
walnut
watercress
wheat
Wheaties
white
whole
wings

yam
yogurt

zucchini

SIGHT WORDS: *Numbers One to a Million*

Name___________

1 – one
2 – two
3 – three
4 – four
5 – five
6 – six
7 – seven
8 – eight
9 – nine
10 – ten

11 – eleven
12 – twelve
13 – thirteen
14 – fourteen
15 – fifteen
16 – sixteen
17 – seventeen
18 – eighteen
19 – nineteen
20 – twenty

30 – thirty
40 – forty
50 – fifty
60 – sixty
70 – seventy
80 – eighty
90 – ninety

100 – hundred
1,000 – thousand
1,000,000 – million

SIGHT WORDS: *Days of the Week and Months of the Year*

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

January
February
March
April
May
June

July
August
September
October
November
December

The Functional Reading Word List for Adults

a
able
about
accept
account
add
address
admit
after
aid
air
all
allow
also
altogether
a.m.
American
amount, am't.
an
and
any
apartment, apt.
application
are
area
arm
army
as
ask
at
automobile, auto
automatic
available
avenue, ave.
away

back
bar
be
beauty
because
been
beer
before
begin
belong
benefit
beside
besides
best
better
between
big
bill
birth
block
board
boar
body
box
bread
break
breakfast
building, bldg.
bus
business
but
butter
buy
by

call
can
car
care
case
cause
charge
check
children
church
cigarette
city
class
clean
cleaner
clothes
coat
coffee
cold
color
come
company, Co.
complete
condition
continue
corner
cost
could
cream
credit
cross,
crossing
daily
danger
date
day
dealer
delivery
department, dept.
dependent
did
dime
dinner
disability
distance
district
do
doctor, Dr.
dollar
done
don't
door
down
dress
drive
driver
dry
during
duty
earn
east
edge
egg
electric
emergency
employ
employment
enter
equipment, equip.
escape
establish, est.
estate
estimate
etc.
evening, eve.
ever
every
exceed
exit
experience
express
eye

fat
feet, ft.
female
finance
fine
finish
fire
first
fish
floor
following
food
foot
for
former
found
free
Friday, Fri.
from
front
full
furnish
furniture

game
gas
gasoline
get
give
glass
go
goes
good
group
guard

had
hair
half
hand
hardware
has
have
he
head
hear
heart
heat
height, hgt.
help
her
here
high
him
his
home
hospital, hosp.
hot
hour, hr.
house
how
husband

I
ice
if
in
include
income
individual
information, info.
installment
insurance
into
is
it

join
just

keep
kind
kitchen
know

large
last
law
lease
leave
left
license
life
like
limit
line
liquor
live
loan
local
long
loss
low

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*Mitzel, M. Adele, in *Adult Education*, Winter, 1966. Reprinted by Permission of The Adult Education Association of the U.S.A.

machine
made
mail
make
male
man
manager, mgr.
many
mark
married
material
maximum
may
me
mean
means
meat
mechanical
medical
meeting
member
men
metal
mile
military
milk
minute, min.
Miss
modern
Monday, Mon.
money
month, mo.
monthly
more
mortgage
most
motor
move
Mr.
Mrs.
much
must
my

name
narrow
national
near
need
new
next
nickel
night, nite
no
north
not
now
number, no.
nurse

occupation
of
off
office
oil
old
on
one
only
open
opposite
or
order
other
our
out
over
own
owner

page
paid, pd.
paint
paper
park
part
pass
pay
payment, pymt.
period
person
pick
picture
place
plan
please
p.m.
point
police
present
price
private
prohibit
prompt
promptly
property
provide
public

quality
quarter
quiet

radio
rate
real
reason
record
red
register
rent
repair
residential
rest
restaurant
return
right
road
roof
room

safe
safety
said
sale
sandwiches
satisfaction
Saturday, Sat.
save
saw
say
school
security
see
self
serve
service
sex
shall
she
shoe
shop
should
show
shut
side
sign
signal
signature
since
single
size
slow
small
smoke
snow
so
social
society
sold
some
son
south, so.
special
speed
stamp
stand
start
state
station
stay
steel
stock
stone
stop
store
street, st.
strike
such
suit
Sunday, Sun.
supply
system

take
tavern
tax
telephone, tel.
television, TV
term
than
that
the
their
them
there
these
they
this
those
thru
Thursday, Thurs.
ticket
time
tire
to
too
tool
trade
traffic
truck
Tuesday, Tues.
turn
two
type
under
unite
United States, U.S.
up
upon
use

vegetable
vehicle

wait
walk
want
was
wash
watch
water
way
we
week, wk.
weight, wgt.
welfare
were
west
what
when
where
which
who
wife
will
window
with
women
word
work
wrote

year, yr.
yellow
yes
yet
you
your

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SPELLING

Many, many adults come into learning centers with the specific goal of improving their spelling. We can help them to do that, but it is also important to help them realize that it is much more difficult to improve one's spelling than one's reading. With reading, you can be a little bit wrong and still get the gist. Also, the text waits right there in front of you while you struggle. With spelling, you have nothing but the sound of the word and the memory of what it looks like in your head. And you can't be a little bit wrong. People judge you harshly for one spelling mistake.

Especially for adults who are dyslexic, it is important to counsel them that at the same time that they are working to improve their spelling, they should be marshaling a group of compensatory resources for the long-term. These may include a relative who does proofreading in return for something else, lists of common words to be kept in the wallet or school notebook or kitchen drawer, a good dictionary, and—if the person can afford it—a computer with a Spellchecker.

With all this said and done, much can be done to improve spelling. The bulk of spelling work is done as the flip side of reading, as outlined in the sections on Phonics and Sight Words. In addition, there are two spelling rules that are useful to teach at this level.

I. –Ff, –ll, –ss, –zz Rule

If a one-syllable word with only one short vowel in the middle ends with f, l, s or z, double that final letter. (There are some exceptions: if, chef, is, us, bus, Ann, etc.) Dictation should include words that follow the rule, but also that do not follow the rule, namely *win, hat, mop*, etc. (one-syllable words with just one short vowel in the middle that do not end with *f, l, s* or *z*), and *leaf, coil*, etc. (one-syllable words that end in f, l, s or z, but do not have a short vowel in the middle). Also, common suffixes can be added: *buzz, buzzer, dress, dressy*, etc. Students should be asked to articulate the rule as often as possible. The more they verbalize it, the more automatic it becomes for them.

II. –K or –ck, –ch or –tch, –ge or –dge Rule

If you hear /k/ at the end of a one-syllable word, use *ck* if there is just one short vowel sound right before the /k/. Use *k* in other situations.

Similarly, if you hear /ch/ at the end of a one-syllable word, use *tch* if there is just one short vowel sound right before the /ch/. Use *ch* in other situations.

And if you hear /j/ at the end of a one-syllable word, use *dge* if there is just one short vowel sound right before the /j/. Use *ge* in other situations.

Lists of words that illustrate these rules are not included, because there are several very good sources (mentioned in the Bibliography). There is also no separate Progress Sheet for Spelling; the skills are included on the Progress Sheet for Writing in the next section.

Students should have a place in their notebooks where they keep a running list of words they have asked the spelling of, or misspelled in their journals or other writing activities. This can be a source of 5 words at a time, say, to study at home, or in a class situation, to use in quizzing each other.

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WRITING

Adult learners who have severe decoding and spelling problems can nevertheless begin to write immediately. They do not need to wait until they read better to begin to write. Writing can not only precede reading, it can improve reading. The two processes support and enhance each other.

There is no more powerful way to get across the point that the purpose of print is to carry meaning from one person to another, and for a variety of reasons, than to write something for a real purpose. Our students need to become convinced that through writing they can influence other people, and even change these people's behavior. Writing can inform, entertain or persuade. Speech, of course, can do the same things, but writing can do them across time and space. More specifically, writing has certain functions (shared with oral language), which we might keep in mind as we design writing activities that correspond to real needs: (These are adapted from Halliday, 1975, p. 244.)

Instrumental (This is what I want): Examples would be letters of request and complaint.

Regulatory (Do this): Examples would be orders and commands, refrigerator messages, notes to the person on the next shift.

Personal (This is what I feel): Examples would be autobiographies, journal writing, personal cards and notes and letters.

Imaginative (Here's something I've imagined): Examples would be poetry, plays, stories.

Informative (Here's something I know): Examples would be autobiographies, recipes, explanations of how to do something.

In the Phonics, Sight Words and Spelling sections, writing activities are limited to controlled dictations. This kind of structured, sequential, cumulative writing work is extremely important; but at the same time students can be doing many kinds of free writing.

I. Journal Writing

Many teachers assume writing is so laborious and painful for new readers that they must not ask them to write. There are studies which demonstrate exactly how infrequently poor readers write in class (or read, for that matter!). The fact is, students who write every day get better at writing. One way to do this is daily dialogue journal writing. Each session, the student writes in a journal, either using "invented spelling" (spelling the word the way it sounds, as best one can), or asking the teacher for the spelling of any unknown word. Then the teacher, rather than correcting the entry, writes a response. This written interchange between student and teacher emphasizes the purpose of print, namely communication. The teacher's response may include a question, prompting a further entry by the student.

Though the teacher never corrects journal entries, s/he can record any misspelled words, or any words for which the student needed help, onto a personal spelling list in the student's notebook for future study. These words are then integrated in with spelling words from the phonics, sight word and spelling sections.

Journal-writing in a class of beginning readers who have severe problems writing independently can follow a formulaic fill-in-the-blank format written by the teacher on the blackboard:

> Today is ______________, ______________ __, 19__. I am feeling ________________.
>
> (Then either each student can add a sentence of his/her own, or the teacher can transcribe onto the board in a language experience format contributions from each student about something that has happened since the last class, students can copy from the board, and the teacher can go around the room as people finish copying and ask each student to read the entry aloud quietly to him/her.)

In their notebooks, or on posters on the classroom wall, can be reference lists of spellings of days of the week and months of the year to be used during journal-writing.

II. Expanding Kernel Sentences

Some of our students' eventual comprehension problems derive from the mismatch between the sentence structure in their oral language and the sentence structure in the written text before them. Following is one way to gradually introduce students to more complicated sentence structure and to the rudiments of grammar.

Beginning from any jumping-off point—a recently decoded phonics word on the board, one of the student's names, a question like "What do you do well?"—the teacher can ask students to orally generate a sentence. The teacher writes it on the board. The teacher then writes vertically down one side of the board the traditional orienting questions used to aid reading comprehension: who? what? when? where? why? how? The point is made that these are usually the questions we want answered when someone is talking to us about an incident, or writing for us.

Then whatever sentence the student contributes is recorded on the board, and parsed (in the simplest manner, using underlines and a slash between subject and predicate) as the teacher asks "*Who* is this sentence about? (Student answers.) That word, or those words, are the subject, and answer the question *who*. Now *what* did the person do? What is the action word? (Student answers.) That is the verb. Are there any words that tell us *when*? *where*? *why*? (and so on). " Each group of words is underlined and labeled and if there are none to answer a particular question, students are asked to expand the sentence so that it does.

The point is made that the bare bones of a sentence is the subject and a verb. Those two parts can make a complete sentence. But a skeleton is not particularly interesting, and leaves us with unanswered questions. So we can add some phrases that dress it up, like pieces of clothing.

Traditional names of the parts of speech, aside from verb, need not be introduced at this point. What is important is to get across the idea that grammar just means looking at the jobs words do in a sentence. Connecting and transitional words can be related to the six questions; for example, it can be pointed out that a group of words introduced by "because" or "since" or "in order to" signals an answer to the question "why?"

Some points can also be made here about the importance of word order. Here it helps to actually work with large oak tag sentence strips and a pair of scissors and a board with sentence strip holders. Students can be asked if moving a "when" phrase like "On January 1st" from the beginning to the end of the sentence affects the meaning. (No.) Or how about moving the verb from after the subject to before the subject. (Yes, now the sentence doesn't make sense.) The ideas in the preceding section are derived from an excellent videotape of a class in oral language development at the Landmark School in Pride's Crossing, Massachusetts.

III. Orders and Commands

This is writing in its regulatory function. There are many times we need to leave precise written directions for each other, whether it be our children, or the person who replaces us at work on the next shift. One interesting way to practice this skill involves giving each student a strip of paper and asking them to write an order to the teacher. (Later, if classroom dynamics permit, the orders will be to each other.) No one can talk, except to ask for the spelling of a word. Students can help each other. The teacher promises to do whatever the student orders (within limits of decency and physical safety!).

Students can also be asked to imagine they are at home and are suddenly unable to talk. What messages would they need to write to the people around them?

Or they can write the kind of note they might need to leave family members who get home before they do. ("Take the meat out of the freezer." "Clean your room before supper." "Call me at work at 3:00.")

Or a class can together come up with rules they would like to follow for how they treat each other. These can be printed up and put in their notebooks. Again, the teacher needs to be sensitive to classroom dynamics.

IV. Other Writing Games Emphasizing the Social Aspect of Literacy

Guess Who You Are. A picture of a famous person is taped onto one student's back. The rest of the class has to write short clues about who the person is and give them to the wearer to read.

Lies and Truths. Each person writes one truth and one plausible-sounding lie about themselves. Another person reads them out loud, and everyone has to guess which is which.

I Wish I had Said. Everyone thinks of one thing (either positive or negative) they wish they could have said to someone, alive or dead. They write these messages and share them with each other.

Did You Know? Each person thinks of something they know that other members of the class might not know—a piece of information, or how to do something. They write it on a piece of paper, exchange papers and read each other's aloud.

V. Valentines and love notes

Students call out all the sweet words they use in love talk ("sugar dumpling," "honey bunch," etc.) and all are compiled on the board (and later on a sheet of paper for the students' notebooks). Then each student is asked to pick one term and expand it into a Valentines message, or a short love letter.

VI. Insults and Compliments

This can get a bit out of hand! Students are asked (without using profanity) to imagine a faraway hated neighbor, boss, relative, etc., and fill in the blanks:

"You ____, ____, ____, (noun)."

(This is a good exercise for getting across the concept of an adjective!) Then they think of someone they admire and appreciate, and fill in the blanks:

"You are such a ____, ____, ____ (noun)."

VII. Detecting Absurdities

On oak tag sentence strips, the teacher has written a group of sentences, one sentence per strip. Some of them make sense, and some of them contain an absurdity. The students read them aloud, and separate them into two piles. They can then change the absurd ones on a sheet of paper so that they make sense. Then the students might try their hand at writing absurd sentences and exchanging them, then fixing each other's sentences on a separate sheet of paper.

VIII. Longer Notes and Short Letters

This category includes thank-you notes, lateness and absence notes to a child's teacher, letters of complaint, letters of request, letters of sympathy, and letters of congratulation. Often it is helpful to provide for the student an example of each kind of short letter, and then a worksheet showing format, and a list of likely spelling words one might need. For practicing letters of request, it is fun to actually write away for free things. (In the reference section of the library there is a paperback that tells you where to send for freebies.)

IX. Poetry, lyrics to songs

Since many students have an aversion to poetry, or a lack of confidence about writing it themselves, the teacher/tutor might begin by presenting a particular poem for the student(s) to read, and then asking them to write something in the same vein, perhaps with the same theme, or setting.

X. Autobiographies and Other Narratives

(See *Language Experience Stories* in the Comprehension section.)

XI. Structured Writing About Pictures

Here we can borrow from our ESL colleagues. For very beginning readers, a structuring question might be helpful, like "What do you think just happened in this picture?" or "How do you think the woman in this picture is feeling?" rather than an open-ended assignment to "write about the picture."

Each student's writings can be kept in a special section of his/her notebook, and writings from a class or a whole adult learning center can be collected and published, for distribution within the center, or to other centers. Teachers should whenever possible do the same writing assignments as their students.

Progress Sheet – *Writing and Spelling*

Name____________________

Skill	Can Do	Needs Work	Date
A. Handwriting			
1. can legibly print upper case			
lower case			
2. can legibly write cursive, upper case			
lower case			
3. can write the alphabet in order			
4.. can leave spaces between words			
between lines			
B. Spelling			
1. When given any consonant or consonant digraph sound, can write letter(s) that represent it			
2. When given any short or long vowel sound, can write the letter that represents it			
3. can spell phonetically-regular cvc words (see Progress Sheet—*Phonics*)			
4. can spell sight words (see Progress Sheet—*Sight Words*)			
5. can verbalize and apply following spelling rules: a. **–ff, –ll, –ss, –zz** b. **–k or –ck, –ch or –tch, –ge or –dge?**			
C. Mechanics			
1. knows when to capitalize			
2. can use punctuation marks			
3. understands format conventions like indenting			
D. Dictation			
1. can take dictation of phonetically-regular words			
2. can take dictation of sight words in sentences			

Progress Sheet – *Writing and Spelling* Name____________________

Skill	Can Do	Needs Work	Date
E. Creative Writing			
1. can generate language experience stories			
2. can write entries in journal			
3. can write poetry			
F. Practical Writing			
1. can leave "refrigerator messages"			
2. can write notes on cards			
3. can write lateness and absence notes			
4. can write letters of thanks			
sympathy			
congratulations			
complaint			
request			

(see Progress Sheet—Survival Reading and Writing)

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(For practical writing, see Bibliography for Survival Skills.)

COMPREHENSION

Even very beginning readers learning basic decoding and spelling skills need to be reading stories as soon as possible, and producing their own stories for each other to read. A story illustrates powerfully how language carries meaning. Someone wants to inform or entertain or persuade us, and it is print that carries their message across time and space if they cannot be right there with us. Many students have never quite realized this basic purpose of print.

Stories can come from many sources:

(1) The teacher/tutor can always read a story or article out loud, after having determined the interests of the student(s). (See Interest Inventory later in this section.) Listening to someone read out loud is a pleasure no matter what age. And it is a way that students can hear a model of fluent, expressive reading. Also, when something is read aloud, everyone is at the same level (though the student with auditory processing problems may be at a disadvantage with nothing visual to fall back on). A follow-up discussion can be structured in order to focus on developing particular thinking skills.

(2) The students can dictate stories, using the Language Experience Approach, to be discussed next.

(3) The teacher/tutor can write newspaper and magazine articles down to a lower reading level. Directions for doing this, and a collection of examples, follow.

(4) Then there are the 0–2nd level stories available from publishing companies, many of them excellent.

I. LANGUAGE EXPERIENCE STORIES

The Language Experience Approach (LEA) is a method by which the student's natural language is translated by the teacher/tutor into a printed story, edited together with the student, and used as text for oral reading. The subject matter is automatically relevant, being an expression of the student's own concerns. As the stories are saved, the student has the pleasure of watching the gradual accumulation of his/her own work. In a classroom setting, LEA stories can (with the students' permission) become a group lesson.

After a period of discussion of some topic, the teacher suggests that the student go back and retell or re-explain something. The teacher says that s/he will be recording what the student says. The teacher records verbatim the student's natural speech, correcting only for gross grammatical errors, since often students will self-correct those later anyway. For a student 0–2nd level, 5 sentences is probably enough, each one written on a separate line with a space between lines; for someone 3rd–4th level, a longer story is fine and running text is all right.

Then the teacher says "I am going to read out loud what you have written, and you tell me if there is anything you'd like to add or remove or correct. You watch as I read and point to each word." The teacher reads slowly but with natural expression, pointing to each word as s/he reads it. After any corrections the teacher says "Now I'll read it again. See how it sounds," again reading slowly and pointing to each word. By this time, the student has generated the words, and heard them twice, and can be asked to read his/her story. Even nonreaders are able to do this, and have an immediate and powerful experience of success.

These are some possible follow-up activities after transcribing a language experience story:

(1) If the story has been written one sentence per line, with space between lines, a photocopy can be cut up into sentences and the sentences mixed up. The student is asked to put them back in order. (This strengthens the skill of following a sequence.)

(2) Again using a photocopy, the teacher can white out some key words, and write them at the bottom of the story. The student is asked to put the correct word in each blank. (This strengthens the skill of using the context, and hanging on to meaning.)

(3) The teacher can say "Show me the sentence that tells who the story is about?....what he/she did?....where it takes place?....when it took place? etc." (This begins to help the student get in the habit of orienting to the traditional comprehension questions who, what, when, where, why and how.)

(4) The teacher can ask which four or five words in the story the student would particularly like to learn to read and/or spell. Each one can be printed on a 3"x5" card, or—for learning-disabled students—on a lengthwise half-sheet of paper to be used for tracing—and stored in a flexible bellows file with alphabetical dividers. The student can learn his/her words by whatever method works best—VAKT, chanting in rhythm, copying, whatever. (See section on Sight Words.) Each subsequent session, the teacher should check which of the words the student can read and/or spell, and do extra work on the ones still unknown. A few new ones can be added each session, with the old ones carried along and incorporated into present work.

II. WRITTEN-DOWN STORIES

There is really no trick to writing a newspaper or magazine article down to a lower reading level. Translate into one-syllable words wherever possible, and if 2- or 3-syllable words are unavoidable, divide them up by scooping underneath the word, and go over them before doing the story. Make sentences as short as possible. Use the active rather than passive voice. Restate the subject rather than using pronoun referents. Following these guidelines can bring a passage down to as low as 1st or 2nd grade level. Print the story one sentence per line, rather than running text, and number the sentences. This will facilitate oral classroom reading. It is easier to assign a student "sentences 1 to 4," for example, and easier to refer to particular sentences by number when discussing the story. Also, it can more easily be cut up for a sequencing activity, like a language experience story.

The student is given a chance to try to read the story silently. In a classroom situation, each student can be given their share of the sentences, with more to the good decoders, and fewer to the poorer decoders. Then the teacher and any tutors in the room can walk around and help with any difficult words, so that when it comes time for oral round-robin reading, it is much less likely that students will make mistakes. (Of course, any student who prefers not to read out loud can always pass.)

After oral reading and discussion, there might be a prepared worksheet with questions, or a follow-up writing activity. (See examples.) When designing questions to follow a story, the teacher/tutor should try to vary format (some fill-in-the-blank, some True/False, some multiple choice) and should also try to cover a number of different thinking skills (see Progress Sheet in this section for a list of these skills). For example, some questions can require simple factual recall, but others can ask for inferences, or some evaluation.

For PUBLISHED MATERIALS, see the Bibliography.

III. THE DIRECTED READING/THINKING ACTIVITY (DRTA)

The good old DRTA is actually an excellent model to follow in using any of the above four kinds of stories. It encourages active, thoughtful reading with an emphasis on meaning. There are several parts:

(1) *Readiness*. If there is a picture accompanying the story, the teacher asks some leading questions. What do you see in this picture? (This corresponds to the reading skill of noticing details, finding facts.) What do you think might have just happened? be about to happen? How do you think the person is feeling? (This develops the ability to make inferences and predict outcomes.) What are some questions you want answered in the story? (This is reading for a purpose.) Discussing a picture puts everyone on the same footing, and the emphasis is on developing in a discussion the same thinking skills involved in good reading comprehension. Then the teacher asks if anyone already knows something about the subject, and that information is shared and honored. Last, the teacher goes over on paper or on the board any difficult words the students will encounter in the story.

(2) *Reading*. Students are given a chance to read silently, then orally, with the purpose of answering the questions generated during the readiness period.

(3) *Follow-up*. In guiding the ensuing discussion, and in designing questions on worksheets, the teacher chooses to focus on certain thinking skills. An excellent way to integrate reading and writing skills, and in the process to help the students feel empowered, is to have them write to the person in the article, or about the issue in the news story. Often the author will respond, and it may be the first time the student has ever received a letter.

(4) *Rereading*. All stories are 3-hole-punched and put into the student's notebook. Part of the homework assignment can be to reread that day's story. Many students assume that if a story is read once, it is finished. They need to learn that rereading improves fluency. Stories can also be shared with one's family at home.

Progress Sheet—*Comprehension*

Name ______________________________

Skill	Can Do	Needs Work	Date
A. Thinking Skills			
1. can classify and categorize			
2. can detect similarities and differences			
3. can make analogies			
4. can support an inference with evidence			
5. can adopt a point of view other than one's own			
B. Vocabulary			
1. can use the context			
2. can retain and apply new vocabulary			
C. Understanding the Sentence			
1. can get meaning from a simple, direct statement or question			
2. can get meaning from a sentence with more complex structure			
3. can understand pronoun referents			
4. can understand significance of verb tenses			
D. Understanding the Paragraph			
1. Literal Comprehension			
a. can find the facts, locate information			
b. can follow a sequence			
c. can find the main idea when stated			
2. Inferential Comprehension			
a. can draw conclusions			
b. can infer setting, character			
c. can state main idea when it is not in paragraph			
d. can distinguish between main ideas and supporting details			
e. can support an inference with evidence			

Progress Sheet – *Comprehension* Name____________________________

Skill	Can Do	Needs Work	Date
3. Understanding the Author's Purpose			
a. to inform			
b. to entertain			
c. to persuade			
4. Understanding Figurative Language			
a. can understand similes and metaphors			
b. can understand idioms			
E. Evaluation and Application			
1. can distinguish fact and opinion			
2. can apply or transfer comprehension to new situation			

INTEREST INVENTORY

Name ______________________
Date ______________________

1. Do you work outside the home?_____If you do, what kind of job do you have?

   ____

   When you are at work, what reading do you have to do for your job?

   ____

   what writing? ______________________________________

2. If you don't work outside the home, is there any kind of job you would like to have in the future?

   ____

3. Are there any other kinds of reading you would like to be able to do in your daily life?

   ____

   kinds of writing? ____________________________________

4. Do you read the newspaper? _____ If so, check the parts of the newspaper that you like:

   _____news stories
   _____sports section
   _____comics
   _____fashions
   _____food
   _____ads for ________________
   _____crossword puzzles
   _____astrology
   _____art, movie reviews
   _____other:__________________

5. Do you read any magazines regularly? _____ If so, which ones?

   ____

6. What living person do you admire most, and why?

   ____

7. What are some things you do well?

   ____

8. What do you like to do in your free time?

   ____

9. Where would you most like to travel?

   ____

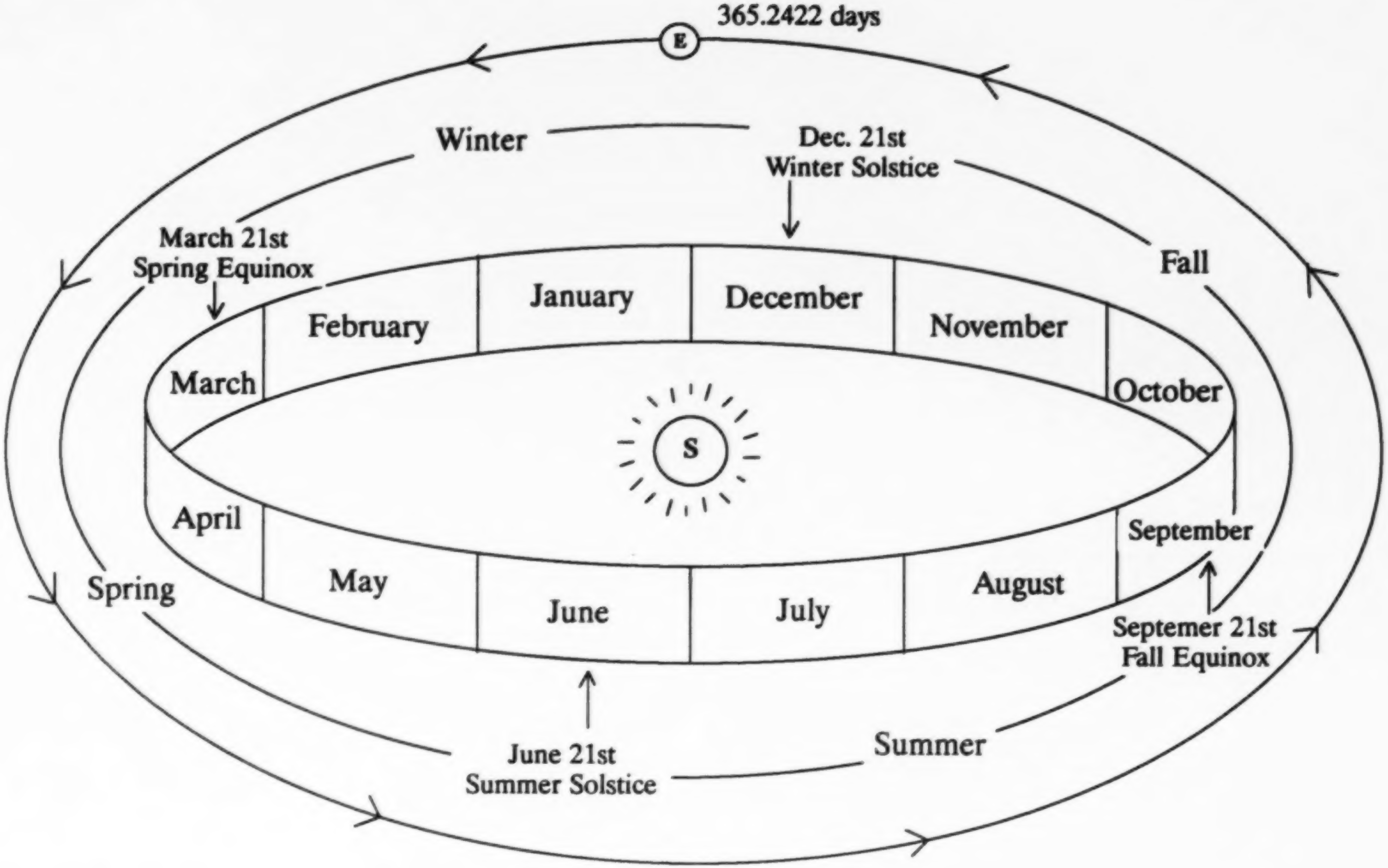
10. Please check the subjects you like to read about:

_____history
_____politics
_____science
_____love, romance
_____adventure
_____crime
_____occult
_____lives of famous people
_____sports (which ones?)_______________
_____humor
_____"how-to-do-it" books
_____plays
_____poetry
_____science fiction
_____other: _________________________

"Leap Year" Name______________

Boston Globe, 4/4/88 Date ______________

1. We have had leap year since 1582.
2. Leap year solves a problem.
3. Most people think it takes 365 days for the earth to go around the sun.
4. But it takes 365.2422 days.
5. .2422 is almost .25, which is the same as ¼.
6. 4 times ¼ is one whole.
7. So after four years, we end up with an extra day.
8. That is why every four years, February has a 29th day.
9. But .2422 is not quite .25.
10. So every 400 years, we must skip a leap year.
11. Even then, 3300 years from now we will end up with 26 extra seconds in the year.
12. Maybe we can let people in that year worry about it then!
13. Leap year has some funny customs.
14. On February 29th, women can ask men to marry them.
15. In Aurora, Illinois, on February 29th women can arrest bachelors.
16. Then a woman can fine the bachelor $4.00!


365.2422 days
E
Winter
Dec. 21st
Winter Solstice
Fall
March 21st
Spring Equinox
January
December
February
November
March
October
S
April
September
Spring
May
June
July
August
Septemer 21st
Fall Equinox
June 21st
Summer Solstice
Summer

"Leap Year" Name______________

Questions Date ______________

1. How long does it really take for the earth to go around the sun?

   ____

2. ¼ is the same as

   a. .25
   b. .2422
   c. 365 days
   d. 1/3

3. Every four years, an extra day is put at the end of January. True or False?

4. What is a bachelor? ______________________________

5. 3300 years from now, it will be the year ____________________

6. In Aurora, Illinois, on what day of the year can a woman fine a bachelor $4.00?

   ____

"8-Year-Old Strung Along As Plane Snags Kite"

Name_____________

Boston Globe and *Herald*, 3/23/88

Date _____________

1. DeAndra Anrig is 8 years old.
2. She lives in Dublin, California.
3. One Sunday in March 1988 she went with her family to a park.
4. They were having a picnic.
5. DeAndra went to fly her 12-foot glider kite.
6. Just then a twin-engine plane flew over.
7. The passing plane snagged the kite's line.
8. It was lucky the nylon line was made to hold 200 pounds.
9. DeAndra is only 90 pounds.
10. She was yanked off the ground by the plane.
11. She held tight to her kite reel and flew for 200 feet.
12. She went right over her father's head!
13. When DeAndra was about to hit a tree, she let go.
14. She dropped 10 feet, and was not badly hurt.
15. But she spent Monday at home in bed with ice packs.
16. "I am very sore!" she said.
17. The plane landed safely at an airport 2 miles away.
18. But the plane had $10,000 damage from the kite line getting wound around the propeller.
19. "I want to go kite flying soon," said DeAndra, "but not where there are airplanes."

"8-Year-Old Strung Along As Plane Snags Kite"

Name_____________

Questions

Date _____________

1. DeAndra lives in which state? ______________________________
2. How old is she? ______________________________
3. Why was she in the park? ______________________________
4. The plane was taking off. True or False?
5. Which sentence tells you the answer to #4? ________________
6. Put these in the right order with a 1, 2, 3 and 4:

    ___ DeAndra lay in bed all day.
    ___ The plane landed.
    ___ DeAndra went to the park for a picnic.
    ___ The plane picked DeAndra up.

7. The plane had $1,000 damage. True or False?
8. DeAndra almost hit a tree. True or False?
9. DeAndra was dragged

    a. 12 feet
    b. 10,000 feet
    c. 200 feet
    d. 90 feet

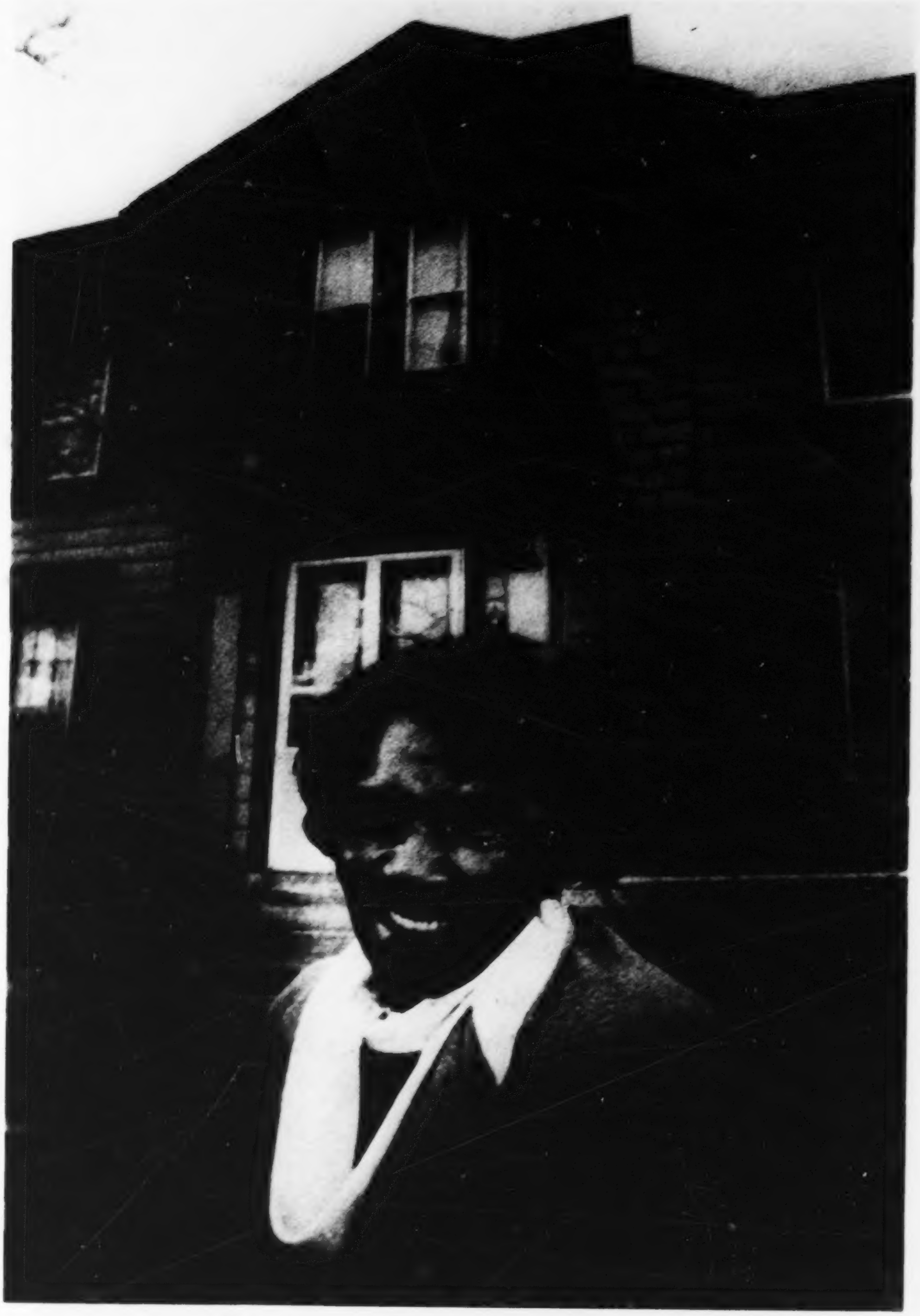
10. Would you fly a kite after this if you were DeAndra?

    ____

"Sky Diver Saves Falling Friend" Name_____________

Boston Globe, 4/24/87 Date _____________

1. Greg Robertson is a sky diver from Arizona.
2. He has made 1,500 jumps in his life.
3. On a Saturday in April, 1987 he made a jump to save a life.
4. Five people jumped from a plane.
5. They planned to link hands and make a shape.
6. One of them was Debbie Williams, 31.
7. She teaches 5th grade in Texas.
8. She had made 50 jumps in her life.
9. This time, at 9,000 feet, she bumped into the back of another sky diver.
10. She was knocked out, going 150 miles an hour.
11. Her parachute was not open yet.
12. So Greg pinned his arms to his side.
13. This made him go faster, 180 miles per hour.
14. He got to Debbie at 3,500 feet and pulled the rip cord on her parachute.
15. She was less than 10 seconds from the ground.
16. She hit the ground flat on her back.
17. She was badly hurt.
18. But thanks to Greg, she is alive.



“Woman's Gift is for Giving to Others” Name______________

Boston Globe, 11/7/88 Date ______________

1. Sarah Small is 61 years old.
2. She runs a 15-room house on Winthrop St. in Roxbury, Massachusetts.
3. The house is called “Packard Manse.”
4. It is a place to stay for homeless people and people just coming out of prison.
5. In 1963 Sarah Small was working for the civil rights movement in North Carolina.
6. She was asked to come to Boston and run Packard Manse.
7. There is no sign on the door.
8. There are no ads for Packard Manse.
9. People find out about it by word of mouth.
10. Sarah Small is also a chaplain at University of Mass.
11. She used to use her own paycheck to pay for food and heat at Packard Manse.
12. Now churches help with the bills.
13. In 1976, a man named Eugene Rivers had just come out of jail.
14. He ended up at Packard Manse.
15. “Sarah Small turned my life around,” says Eugene.
16. Eugene is now a chaplain himself at Roxbury Community College.

"Woman's Gift is For Giving to Others" Name______________

Questions Date ______________

1. How old is Sarah Small? ______________________________
2. What is her job right now? ______________________________
   ____
3. How many years ago did she work in the civil rights movement?
   ____
4. Packard Manse has a sign on the front. True or False?
5. What are the names of the two people in the story who are chaplains?
   a. ______________________________
   b. ______________________________
6. Another word for "chaplain" is
   a. civil rights worker
   b. minister
   c. homeless person
7. Write a short note to Sarah Small.

"We Need More Like Her" Name______________

Boston Globe, 10/25/88 Date ______________

1. Pauline Wilson is 67 years old.
2. She is a police officer in Concord, Massachusetts.
3. She just got named "Best Employee" by the Massachusetts Municipal Employees Association for 1988.
4. Pauline is very modest.
5. "All I do is walk around town and write out parking tickets and pass the time of day," she says.
6. But she is so nice when she gives a ticket that people thank her!
7. One man wrote a letter to Pauline.
8. He said "It gave me such a lift to get a ticket from you!"
9. Pauline began in 1955 as a school crossing guard.
10. She always had treats for the kids.
11. In 1967 she became a meter maid.
12. She is one of the rare officers who walks her whole beat.
13. Pauline has some funny stories.
14. In 1977 two robbers stole $6,300 from a jewelry store.
15. They had parked the getaway car in a crosswalk.
16. So Pauline had ticketed their car.
17. She radioed police with the license number.
18. The robbers were picked up in two minutes.
19. One time, Pauline spotted someone passing false drug prescriptions.
20. She called for back-up, then chatted with the man till the police came and got him.
21. One time, Pauline saw a man in a phone booth.

22. He was having a hard time getting his money into the phone.
23. So Pauline stepped into the booth to help.
24. But her coat was too big.
25. She and the man were stuck!
26. She had to call the police to get them out.
27. On her birthday, people in Concord give Pauline flowers, cards and cake.
28. They put balloons on the parking meters.
29. We need more people like Pauline.

"The Saga of the John Hancock Tower" Name_______________

Boston Globe, 4/9/88 Date _______________

1. The John Hancock Tower is a Boston landmark.
2. It is 60 stories high.
3. It is 790 feet tall.
4. It has 10,344 glass panes, all the same.
5. Inside, it has a steel frame just like all other tall buildings.
6. But outside, it is wide on one side and narrow on the other.
7. The Hancock Tower has had a lot of problems.
8. Work began on the Tower in 1973.
9. On the night of January 20, 1973 there was a very high wind.
10. Many of the glass panes cracked.
11. Many fell down onto the sidewalk.
12. It is lucky no one was hurt.
13. Then nearby buildings began to settle and crack.
14. There was a problem with the windows.
15. It turned out to be a small joint between the double panes.
16. New single panes were put in.
17. Few people know that when the hole was dug for the tower, there was a cave-in.
18. This is what made other buildings nearby begin to tilt.
19. Like other tall buildings, the Hancock Tower can sway and twist in the wind.
20. Many experts studied this.
21. One of the experts solved this problem.
22. He made something called a "tuned mass damper."
23. On the 58th floor, he put two huge blocks of lead at each end of the floor.

24. Each block weighs 300 tons!
25. Each block is free to slide a bit on a steel plate with a thin film of oil.
26. The blocks are tied to the steel frame with springs and shocks.
27. One last problem!
28. Experts agreed the Hancock Tower could not fall on its wide side.
29. But a Swiss engineer found it might fall on its thin edge in a high wind!
30. So extra steel struts were added to brace the steel frame from top to bottom.
31. This made the Tower twice as stiff.
32. Think of all this if you ever get to look up at the John Hancock Tower.

"Pedal Flight" Name______________

Boston Globe, 1988 Date ______________

1. There is a very old legend about Daedalus and Icarus.
2. 3,500 years ago, Daedalus and his son Icarus escaped from the island of Crete.
3. They made wings of feathers stuck to their arms with wax.
4. They flew from the island of Crete and escaped.
5. But Icarus flew too close to the sun.
6. The sun melted his wings.
7. Icarus fell into the sea and was killed.
8. In 1988 a man made the same trip.
9. He also flew from the island of Crete to the island of San Torini.
10. He made the 74-mile trip in a plane.
11. But the plane had no motor.
12. The plane had pedals like a bike!
13. The man pedaled the plane 74 miles. It took 3½ hours.
14. The plane is called "Daedalus 88."
15. It was built by scientists from MIT.
16. It is very light. It weighs only 72 pounds.
17. But the plane is very big. Its wingspan is 112 feet.
18. That is bigger than a DC 9!
19. The "Daedalus 88" crashed near the end of its trip.
20. 30 feet from the end of the trip, the wind broke the tail of the plane.
21. The plane fell into the sea. The pilot was not hurt.
22. He swam to shore. He said "I am just fine."
23. The old legend of Daedalus has come true.

"Pedal Flight" Name______________

Questions Date ______________

1. Daedalus and Icarus flew _____ years ago.
2. Icarus flew too close to the _____.
3. They made wings of ____
4. Scientists from MIT made a plane with no motor. True or False?
5. The plane is called "Icarus 88." True or False?
6. The plane is big and heavy. True or False?
7. The plane crashed
    a. 30 miles from the beach
    b. 30 feet from the beach
    c. on the beach
8. Make up a different headline for this story:

____

"Navajo Weaving"

Name______________

Boston Globe, 10/31/86

Date ______________

1. In the U.S. there are 170,000 Navajo people.
2. The Navajo are the biggest Indian tribe in the U.S.
3. Many Navajo can weave beautiful blankets.
4. In 1986 the U.S. Mail made four new stamps.
5. Each stamp showed a Navajo blanket.
6. But the stamp cannot show one fact.
7. Every true Navajo blanket has a hole in it.
8. The weaver must leave the hole for Spider Woman.
9. Spider Woman is a Navajo goddess.
10. Long ago, the Navajo made a pact with Spider Woman.
11. If she would teach them to weave, then they would leave a hole for her in every blanket.
12. That way, if it was cold, she could get into the blanket!

"Navajo Weaving" Name______________

Questions Date ______________

1. How many Navajo people are there in the U.S.? ______________
2. Which is the biggest Indian tribe in the U.S.? ______________
3. You can see the hole in the blanket when you look at the stamp. True or False?
4. The hole in a Navajo blanket is for

    a. the U.S. Mail
    b. the Navajo weaver
    c. Spider Woman

5. Spider Woman climbs into the blanket so she can stay

   ____

"Boys and Their Hair" Name________________

Boston Globe, 5/12/88 Date ________________

1. Richie Currier lives in Winthrop, Massachusetts.
2. He is 9.
3. Richie likes Brian Bosworth, who plays football for the Seattle Seahawks.
4. Richie wanted stripes in his hair like Bosworth.
5. So he got four stripes shaved over each ear.
6. "I wanted a change," says Richie.
7. "Everyone else spikes their hair with gel."
8. Chuckie Gambale is 10. He is Richie's friend.

9. Chuckie goes through two tubes of gel a week.
10. "I was 8 when I started spiking my hair," says Chuckie.
11. "Richie can't spike his hair," says Chuckie.
12. "It's too curly and silky."
13. Richie's mother went along with the stripes.
14. But his father hates it.
15. "My father's out of it," says Richie.
16. "He even tucks his shirt in!"
17. When Richie's music teacher saw the stripes, she asked him to put notes on the lines.
18. Richie's barber says he shaves stripes for about 10 kids a week.
19. Four stripes is the most he does.
20. "There's no room for more if the kid has big ears!" he says.

"Boys and Their Hair" Name_______________

Questions Date _______________

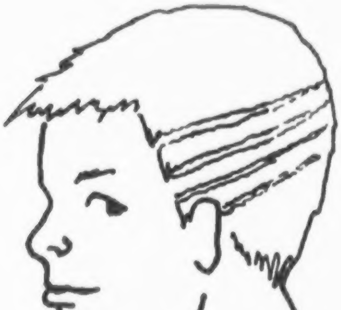
1. Richie is older than Chuckie. True or False?
2. Richie got the idea for stripes from

   a. Chuckie
   b. his father
   c. his music teacher
   d. a football player

3. Chuckie puts _____ in his hair.
4. Why can't Richie spike his hair?

   ____

5. Richie's mother and father both like his stripes. True or False?
6. If a kid has big ears, he must have fewer than _________ stripes.
7. Show what Richie's music teacher wanted him to do. (Draw it in.)



"No Favors for Burglar" Name______________

Boston Globe, 9/25/87 Date ______________

1. The mayor of New York City is Ed Koch.
2. He lives in a big house called Gracie Mansion.
3. One night he was asleep.
4. A burglar broke in and set off the alarm.
5. The police came.
6. They found the burglar in the kitchen.
7. He was holding 12 pieces of silver.
8. The police said "Who are you?"
9. The man said "I'm a burglar."
10. "Well, we're the police," said the police.
11. The burglar then said, "Listen, I'll put it all back and leave."
12. But the police said, "No way."
13. So, no favors for a burglar!

"I Tried to Avoid It....." Name_______________

Boston Globe, 3/4/88 Date _______________

1. If you have an auto accident, you have to fill out a form.
2. On the back is a place where you have to tell what happened.
3. People put down some funny things.
4. Here are some funny ones told by Ann Landers in the newspaper:
5. "I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment."
6. "An invisible car came out of nowhere, struck my car, and vanished."
7. "When I saw I could not avoid a crash, I stepped on the gas and crashed into the other car."
8. "Coming home, I drove up to the wrong house and crashed into a tree I don't have."
9. "The crash happened when I was trying to bring my car out of a skid by steering it into the other car."
10. "A pedestrian hit me and went under my car."

"Arabian Nights in Gugeland?" Name______________

Boston Globe, 7/12/88 Date ______________

1. Richard Gugel plans to build an island.
2. He wants to build a 155-acre hexagonal (six-sided) steel island.
3. He wants to anchor it in the Atlantic Ocean, 30 miles from Boston.
4. On the island he plans to build an 18-story gambling casino.
5. He also wants to build a shopping mall and a luxury hotel, a convention center, a sports complex and docks for luxury ships.
6. Gugel's island would be big enough for 100,000 people!
7. It would cost about $1 billion.
8. He will call it "Gugel's Arabian Nights."
9. Why does Gugel want to build this island?
10. For one thing, there would be no laws against gambling.
11. There would be no import taxes.
12. Many things would be much cheaper.
13. Cigarettes would cost $6 a carton instead of $13 a carton.
14. Gugel's island would not be part of America.
15. It would be a separate, brand-new "country"
16. Who would make the laws?
17. Would Gugel be king? King Gugel the First?
18. Who would protect Gugel's island?
19. Would Gugel have to have an army and a navy?
20. Gugel says his island will bring 10,000 jobs to Massachusetts.
21. But he would have the island built in Europe.
22. The Army Corps of Engineers must give permission for this island.

23. They will have public hearings. People can say whether they want Gugel's island.

24. What do you think? Should Gugel be allowed to build his island? Will it be dangerous? Would you visit "Gugeland?"

"The Last Word" Name______________

Boston Globe, 6 /15/88 Date ______________

1. Some gravestones have words on them.
2. Some people pick the words while they are still alive.
3. In Concord, Massachusetts there is a well-known graveyard.
4. It is called Sleepy Hollow Cemetery.
5. Some famous American writers are buried in this cemetery.
6. Many people from all over the world visit this cemetery.
7. This year a new gravestone is there.
8. The words on the gravestone say "Who the hell is Sheila Shea?"
9. Many people are upset.
10. Sheila Shea was 43 when she died in 1986.
11. She told her friend Nancy Griffin to put those words on her gravestone.
12. Now Nancy is sticking up for Sheila.
13. The words will stay on the gravestone.
14. Some people feel this is free speech.
15. Some feel it is not right.

"The Last Word" Name_______________

Questions Date _______________

1. What are the words on Sheila's gravestone?

   ____

2. Who picked these words? ____________________________

3. Who is Nancy Griffin? ____________________________

4. Everyone likes the words on the gravestone. True or False?

5. Do you think a person should be able to put anything they like on their gravestone?

   ____

6. What words would you like on your gravestone?

   ____

"25th Anniversary of Boston Police Department's Canine Corps"

Name________________

Boston Globe, 3/10/88

Date ________________

1. Boston has ten cops who are dogs.
2. They are Boston's K-9 corps.
3. The ten dogs are all male German shepherds.
4. The K-9 corps only takes one out of every 14 dogs who are offered.
5. The K-9 corps picks dogs who are strong but gentle.
6. The dogs must be mean only when they are told to be mean.
7. Boston's K-9 corps began 25 years ago at the time of the "Boston Strangler."

8. It is one of the best in the U.S.A.
9. The K-9 corps dogs can do many things.
10. They can sniff out drugs.
11. They can help find lost children.
12. They can track down clues at crime scenes.
13. They can lock their jaw on the arm of a suspect, then the next moment be gentle again and lick your hand.
14. Each K-9 corps dog lives with its partner, who is a police officer.
15. Sometimes the cop's spouse does not like this!
16. But they get used to it.
17. The dog is part of the family.

"25th Anniversary of Boston Police Department's Canine Corps" Name______________

Questions Date ______________

1. How many dogs are in Boston's K-9 corps? ________________
2. The dogs are all one breed. True or False?
3. The K-9 corps began _____ years ago.
4. List three things the K-9 corps can do:

____

____

____

5. The K-9 dogs all live together in a kennel. True or False?
6. The K-9 dogs must be

   a. strong and gentle
   b. able to be trained
   c. both *a* and *b*

7. What does the word "spouse" mean? ______________________
8. Would you trust a K-9 dog to live in your house? ____________

"The Titanic" Name_______________

Boston Globe, 4/14/88 Date _______________

1. On April 14, 1912, the Titanic sank.
2. 1,503 people lost their lives.
3. The Titanic hit an iceberg.
4. There were not enough lifeboats for everybody.
5. Only 704 people survived.
6. One of those people is Marjorie Robb of Westport, Massachusetts.
7. Marjorie is 99 years old now. She remembers that night.
8. Marjorie was traveling with her father and sister.
9. She remembers: "This awful, awful crash came."
10. Her father said "Put on warm clothes and follow me."
11. Her father put his two daughters in a lifeboat.
12. He stayed on the Titanic.
13. His body washed up in Newfoundland weeks later.
14. 16 survivors of the Titanic are still alive today.
15. They had a reunion in Boston on Labor Day, 1988.
16. They remembered that sad and awful night.
17. Scientists have found the Titanic.
18. It was 13,000 feet under the sea.
19. Some people think they should let the Titanic stay there.
20. Other people think it should be raised.

"The Titanic" Name______________

Questions Date ______________

1. The Titanic was a

   a. ship
   b. plane

2. How many people were on the ship? ______________________

3. How old is Marjorie Robb? ______________________________

4. How old was she when the Titanic went down in 1912? ______

5. What was the "awful, awful crash" Marjorie heard? _________

   ____

6. Why weren't more people saved? __________________________

   ____

7. The Titanic sank in

   a. 1912
   b. 1945
   c. 1988

8. The Titanic hit

   a. an iceberg
   b. a rock
   c. a ship

9. Do you think the Titanic should be raised, or left on the bottom of the ocean? Why or why not?

   ____

"Folk Cures Can Work" Name______________

Boston Herald, 2/1/88 Date ______________

1. In the Persian Gulf, Arab fishermen rub catfish slime on open cuts.
2. It turns out that the catfish slime has 60 proteins in it.
3. The proteins help cuts to heal.
4. In 1775, a British woman boiled 20 herbs to help cure heart problems.
5. One of the herbs was foxglove.
6. It turns out foxglove has digitalis in it.
7. Now doctors use digitalis for people with heart problems.
8. Long ago, a Greek doctor told people with pain and fever to chew bark from the willow tree.
9. Also, American Indians boiled willow bark.
10. It turns out willow bark has something in it like aspirin.
11. Garlic for flu and colds also works.
12. It works because it has something in it that kills bacteria.
13. "An apple a day keeps the doctor away" because apples have pectin.
14. Pectin lowers cholesterol and takes metals out of the body.
15. So the old folks were onto something!

"Folk Cures Can Work" Name______________

Questions Date ______________

1. What do Arab fishermen rub on their cuts? ________________
2. Catfish slime has 50 proteins in it. True or False?
3. Foxglove has ________________ in it, which helps heart problems.
4. Foxglove is an herb. True or False?
5. What two groups used willow bark for fever?

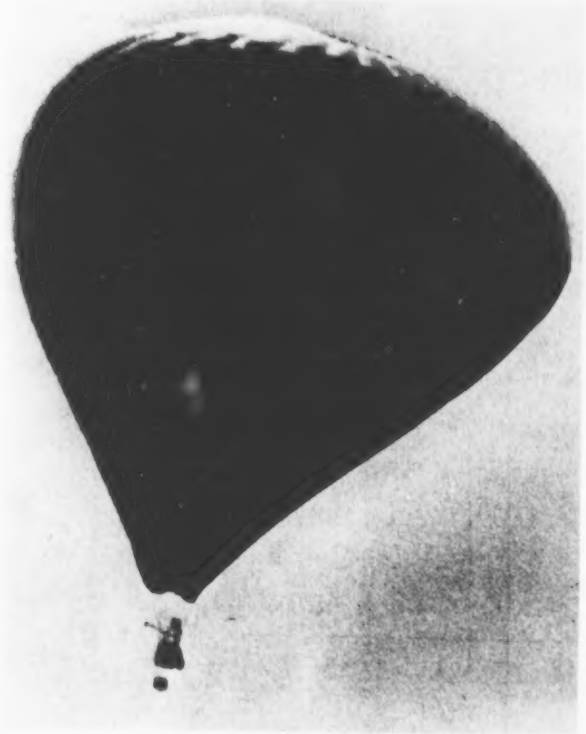
   ____

   ____
6. What does garlic have in it?
   a. something that helps your heart
   b. something that kills bacteria
   c. something that lowers cholesterol
7. What is in apples that helps you? ______________________
8. What do *you* eat or drink every day to keep the doctor away?

   ____

"Dream Borne Aloft" Name________________

Boston Globe, 7/3/87 and 4/87 Date ________________



1. Two British men wanted to fly 3400 miles across the Atlantic Ocean.
2. They are Richard Branson, 36, and Per Linstrand, 38.
3. They were not flying in a plane.
4. They were flying in a huge hot-air balloon.
5. The balloon was called the "Virgin Atlantic Flyer."
6. It was 21 stories high, and cost $1,000,000.
7. It was the biggest balloon ever made.
8. It was black with a silver top.
9. The two men were riding in a capsule 8 feet high.

10. They were quite cramped!
11. The two men lifted off at 4:12 A.M. from a ski slope in Maine on July 2nd, 1987.
12. 500 people were watching.
13. There were two mishaps at the start.
14. Two of the propane fuel tanks fell off.
15. And some sandbags did *not* fall off.
16. The men dropped the sandbags in the Maine woods.
17. And it turned out they had enough propane.
18. Soon the balloon had broken a speed record.
19. It went 142 miles per hour.
20. They crossed the Atlantic safely, five miles up in the air at times.
21. But to set a record, they had to come down safely on land or fresh water.
22. The two men could not do this.
23. They tried to set down on a beach in Ireland.
24. But they could not free the capsule.
25. They let the capsule drag to leave a mark.
26. Then the balloon went up again.
27. Lindstrand decided to jump into the sea.
28. He jumped from 70 feet.
29. He got a concussion, but swam for an hour until a British helicopter rescued him.
30. Branson went on.
31. He waited until the balloon came down to 20 feet above the water.
32. Then he jumped too, and was saved.
33. The two men met in the hospital.
34. They were glad to be alive!
35. They had crossed the Atlantic safely in 39 hours.

"Dream Borne Aloft" Name________________

Questions Date ________________

1. The two men were named ____________ and ________________
2. Which one was older? ______________________________
3. The balloon was 8 feet high. True or False?
4. The balloon was black with a __________ top.
5. They dropped the propane tanks into the woods. True or False?
6. How high did they fly? ______________________________
7. How fast did they fly? ______________________________
8. Why do you think they wanted to leave a mark on the beach?

   ____
9. How high was Lindstrand when he jumped? ________________
10. Was he hurt? ______________________________
11. How long was he in the water before he was rescued?

    ____
12. How long did it take them to cross the Atlantic?

    ____

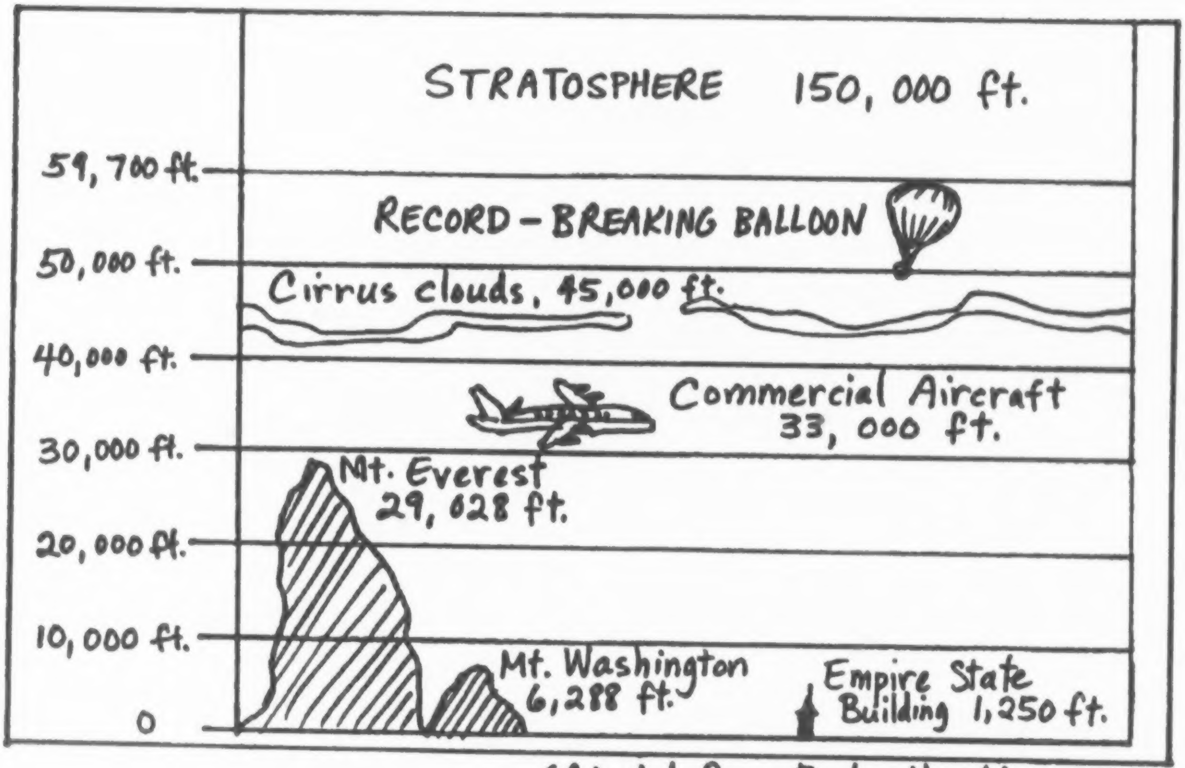
**"Dream Borne Aloft, continued:
Swiss Army Knife Saves Flight"**

Name_______________

Boston Herald, 6/7/88

Date _______________

1. Per Lindstrand is a British balloonist.
2. He is 39 years old.
3. Last year he and a British friend, Richard Branson, were the first to cross the Atlantic Ocean in a hot air balloon.
4. Now Lindstrand has broken another record.
5. He went up to 59,700 feet in a hot air balloon.
6. He had hoped to go up to 60,000 feet.
7. No one thinks a balloon can go up to 60,000 feet.
8. There is not enough oxygen to fuel the balloon's burners.
9. Lindstrand's balloon is called the "Stratoquest."
10. It is 12 stories high.
11. The whole flight cost $200,000.
12. Lindstrand had a problem half-way into the flight.
13. Two 220-pound sandbags were supposed to fall off.
14. They did not.
15. So Lindstrand climbed out of the capsule.
16. He cut the first sandbag with his air tank on.
17. But the second sandbag was too far away.
18. The air tank line would not reach.
19. So Lindstrand took a deep breath and ran over and cut it with his Swiss Army knife.



(Adapted from Boston Herald graphic)

“Swiss Army Knife Saves Flight” Name______________

Questions Date ______________

1. Per Lindstrand is from ______________________________

2. He went in his hot air balloon up to

   a. 60,000 feet
   b. 12 stories high
   c. 200,000 feet
   d. 59,700 feet

3. Why can’t a hot air balloon go up to 60,000 feet?

   ____

4. Together, the two sandbags weighed _____ pounds.

5. The hot air balloon stayed below the clouds. True or False?

6. How high is Mt. Everest? ____________________________

7. Did Lindstrand have his air tank on when he cut the second sandbag?

   ____

"Dog Saves 3-Year-Old Boy" Name______________

Boston Globe, 1988 Date ______________

1. Justin Pasero was three years old.
2. He lived in California.
3. Justin had a dog named Sheena.
4. One day Justin's father was in the woods cutting firewood.
5. Justin and Sheena were with him.
6. Justin and Sheena wandered away into the woods.
7. Justin got lost.
8. He took off his jacket.
9. He was wearing only coveralls and a shirt.
10. It began to get cold and dark.
11. The temperature dropped to 33 degrees. Snow began.
12. More than 100 people searched for Justin.
13. They could not find him.
14. Justin's parents were very worried.
15. Where was Justin? Justin was safe.
16. He had crawled into a hollow log.
17. Sheena crawled into the hollow log with him.
18. Sheena's fur kept Justin warm all night.
19. In the morning Justin was found.
20. Justin was cold. His temperature had dropped to 94 degrees.
21. But Justin was safe. He was fine.
22. And Sheena was a heroine.

"Dog Saves Boy" Name______________

Questions Date ______________

1. How old is Justin? ________________________________
2. Justin was dressed warmly. True or False?
3. Justin had crawled into a ____________________________
4. How did Justin stay warm?
    a. He had a coat.
    b. Sheena kept him warm.
    c. He sat in the sun.
5. Another good title for this story would be:

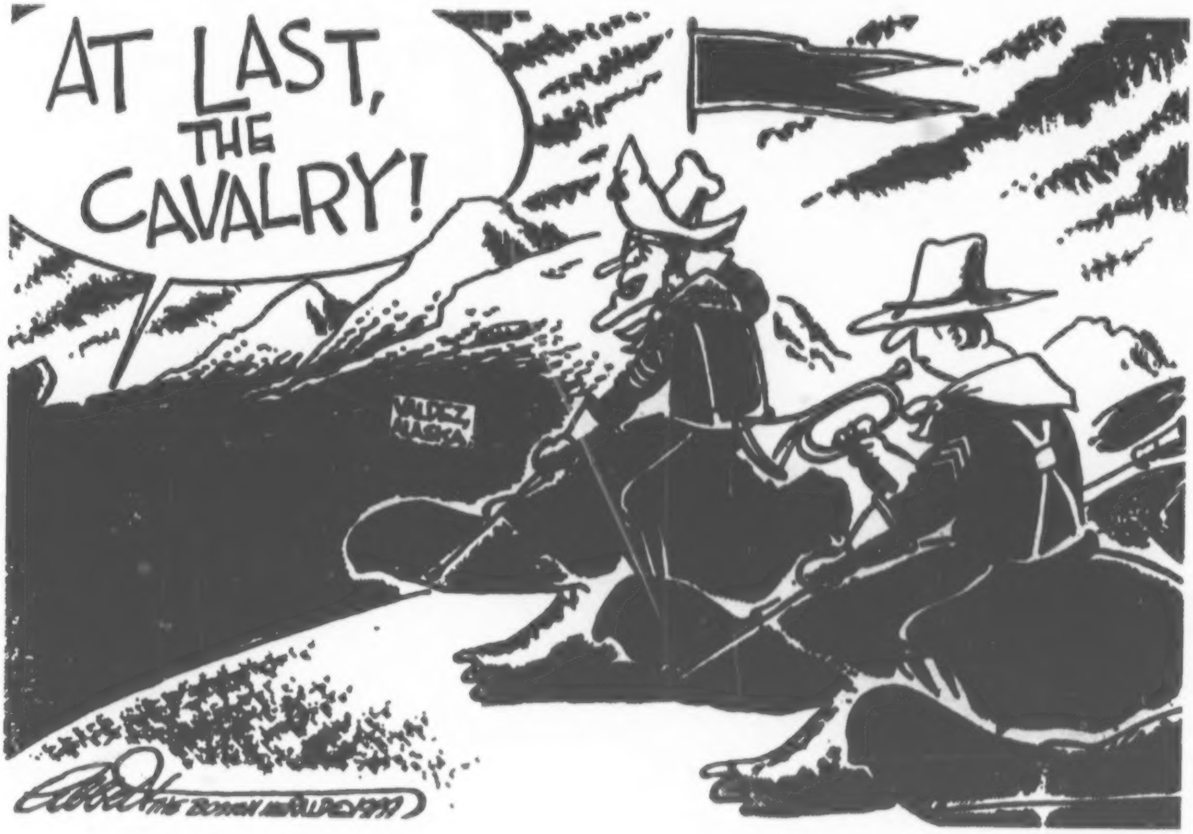
   ____

"News Briefs"

Boston Herald, 4/11/89

Name________________

Date ________________


AT LAST, THE CAVALRY!
VALDEZ ALASKA
THE BOSTON HERALD 1989

1. Who is in this cartoon?
____

2. Find his name. Circle it. Find the ship. Circle it.

3. What is in the water? ____________________________

4. What does the word "cavalry" mean? __________________
____

5. Where is this place? ______________________________

6. What animal is Bush riding? ________________________

7. This animal is

    a. slow
    b. fast

8. The cartoonist thinks Bush was

    a. too slow
    b. too fast

9. Do you think this cartoon is funny? ____________________

“Salamanders in Danger” Name______________

Boston Globe, 1988 Date ______________

1. Some spotted salamanders live in the town of Amherst, Massachusetts.
2. Spotted salamanders are endangered.
3. This means they might die out.
4. Spotted salamanders breed in the spring.
5. They breed in small ponds and ditches.
6. The salamanders in Amherst must cross a road to reach their breeding pond.
7. In the past many salamanders were squashed by cars on the road.
8. People in Amherst wanted to help the salamanders.
9. So they made a tunnel under the road.
10. But the salamanders would not use the tunnel.
11. They walked around it.
12. So the people made a tiny fence to make the salamanders go to the tunnel.
13. But the salamanders climbed over the fence.
14. It is not easy to help salamanders!

"Salamanders in Danger" Name______________

Questions Date ______________

1. Salamanders breed in the spring. "Breed" means the same as

   a. eat
   b. mate
   c. die

2. The salamanders get ________________ on the road.
3. What did the people make under the road? ________________
4. The people like the salamanders. True or False?

"Bomb is Just a Beeper" Name______________

Boston Herald, 4/15/87 Date ______________

1. A woman in West Roxbury, Massachusetts had a scare.
2. She went by a mailbox on her street.
3. She heard beeping inside the mailbox.
4. She was scared it was a bomb.
5. So she called 911.
6. Here came the police, fire department, bomb squad, and U.S. Postal Inspectors!
7. They used a crowbar to pry open the mailbox.
8. Inside was a beeper.
9. Someone had dropped it in as a joke.
10. Some people use a beeper to page someone else.
11. A beeper can save time.
12. It can help us remember to take pills.
13. But it does sound just like a bomb ticking!
14. There are lots of bomb scares in the mail.
15. 95% turn out to be a fake.
16. But it is always wise to check.

"Bomb is Just a Beeper" Name______________

Questions Date ______________

1. This mailbox was in West ______________________________

2. A man heard the beeping first. True or False?

3. What were the four groups that came to help?

   ____

   ____

   ____

   ____

4. Put these in the right order by writing a 1, 2 and 3:

   ___ They opened the mailbox with a crowbar.
   ___ A woman heard a beeping sound.
   ___ The bomb squad came.

5. How is a beeper like a bomb? ___________________________

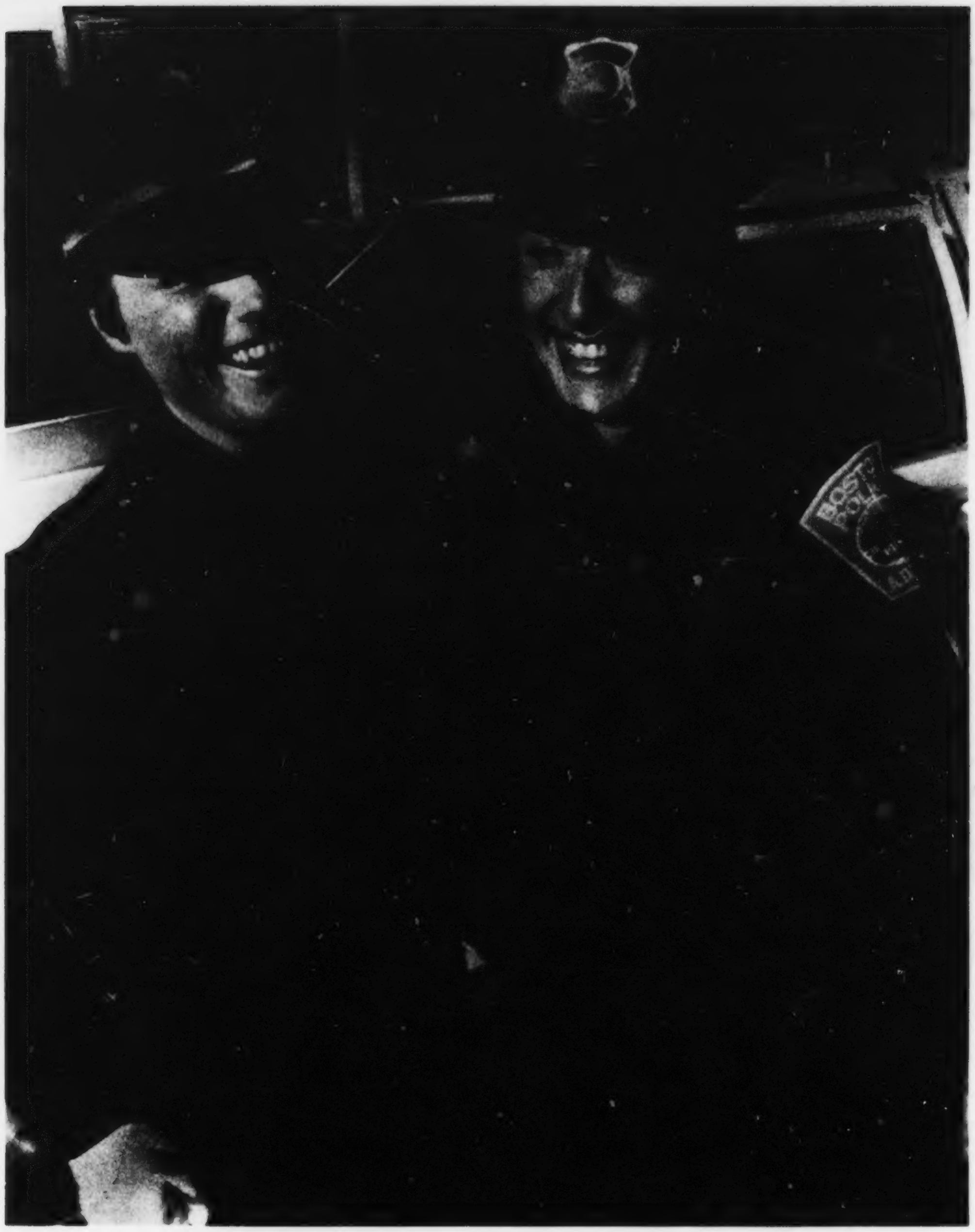
   ____

6. How many bomb scares are fakes?

   a. 75%
   b. 95%
   c. 59%
   d. 100%

7. Do you think a person who puts a beeper in a mailbox should be punished? Why or why not?

   ____


BOST
POL
A.D.

"Sisters Are Two-of-a-Kind Cops" Name ______________

Boston Herald, 12/15/87 Date ______________

1. Louise, 28, and Leigh Ann, 23, are new cops.
2. They look a lot alike.
3. But they are not twins. They are sisters.
4. Their dad, Thomas O'Malley, is also a cop.
5. He is retired.
6. He is glad his daughters are cops.
7. Louise and Leigh Ann took the oath with 66 other new cops.
8. The 20 weeks of training was so hard that Louise had to give up her honeymoon.
9. Louise and Leigh Ann will direct traffic for a week.
10. Then they will get an assignment.
11. They bring the number of cops in Boston to 1,985.
12. Do you think people will mix them up?

“Conman Cons Wife” Name______________

Boston Herald, 2/8/89 Date ______________

1. Robert Hunt the conman is in the news.
2. His wife Ann Sweeney wants a divorce.
3. Ann Sweeney says Robert Hunt conned her.
4. Robert told her he was an astronaut.
5. He told her he was a Cambridge cop.
6. Robert Hunt leased a $45,000 Jaguar.
7. He took Ann Sweeney on lots of trips.
8. They stayed in fancy hotels.
9. They ate in fine restaurants.
10. Ann asked Robert “How can you pay for all this?”
11. Robert said “All this is free because I am an astronaut.”
12. Robert is not a real astronaut.
13. But he is a real conman.
14. Robert used Ann’s American Express card to pay for the car, the trips, the hotels and the meals.
15. The American Express bills came in the mail.
16. But Ann never saw the bills. Robert hid the bills.
17. Ann met Robert on a blind date last year.
18. Ann and Robert were married for 6 months.
19. Now Ann wants a divorce. Can you blame her?

"Conman Cons Wife" Name_______________

Questions Date _______________

1. Robert Hunt is a c___________________.
2. Robert's wife is named ___________________________________
3. Robert told his wife he was
    a. an astronaut
    b. a cop
    c. both
4. Ann wants a d_________________.
5. How long were Robert and Ann married? ___________________
6. The trips, meals, hotels and the car were free. True or False?
7. Robert paid for the trips with cash. True or False?
8. How did Ann meet Robert?

____

"Cab Driver From Heaven" Name______________

Boston Herald, 11/3/87 Date ______________

1. David Wright drives a cab.
2. He lives in Springfield, Massachusetts.
3. Six years ago, doctors said he would die of cancer.
4. David made a pact with God.
5. He said if he got better, he would devote his life to the poor.
6. David says God told him "I will not use you as a great leader."
7. "I will use you in your own line of work."
8. Today David is called "Brother Wright."
9. He runs a ride service called "Holy Wheels."
10. He gives rides to poor, sick and old people free.
11. His 1977 Chevy has 140,000 miles on it.
12. David says "God keeps my car together!"

"Hero Bridges Death's Gap"

Boston Herald, 3/10/87

Name_______________

Date _______________

1. On March 6th, 1987 a ferry boat capsized off Zeebrugge, Belgium.
2. 409 people were rescued, 53 were dead and 81 were missing.
3. Andrew Parker was on the ferry boat with his family.
4. When the ferry turned over, Andrew Parker and his family were cut off from safety.
5. A flood of water 6 feet wide cut them off.
6. Andrew Parker is 6 feet 3 inches tall.
7. He made a bridge out of his body.
8. 20 people walked over Andrew Parker's "human bridge" to safety.
9. Andrew Parker is a hero.

"Hero Bridges Death's Gap" Name______________

Questions Date ______________

1. The ferry boat "capsized." This means that it

   a. crashed
   b. burned
   c. turned over

2. 81 people are "missing." Do you think they are dead or alive?

   ____

3. Andrew Parker saved _____ people. He is a _________________

4. Find the country where the ferry capsized on your map.

"If You Can't Take the Man,
Take the Car"

Name_______________

Boston Globe, 10/9/85

Date _______________

1. A man had a bad car crash.
2. His name was Bruce Foskey.
3. He hit a tree with his car.
4. He was hurt badly.
5. He got trapped in the car.
6. No one could get him out of the car.
7. A doctor drove by.
8. He stopped to try to help.
9. His name was Gary Grossart.
10. He said "This man will go into shock."
11. "We need to get him to the hospital."
12. "But we can't cut him out of the car."
13. Then the doctor had an idea.
14. "Let's get a flatbed truck."
15. "Let's lift the car up onto the flatbed truck."
16. "Then we will drive the truck and the car to the hospital."
17. John Lasorda had a flatbed truck.
18. He dragged Bruce's car up a ramp onto the truck.
19. The doctor got up on the truck too.
20. He gave Bruce an I.V. while they drove.
21. They all got to the hospital.
22. Firemen came to try to cut Bruce out of his car.
23. All the time, doctors and nurses helped Bruce.
24. One nurse said "I have been here 40 years, and I have never seen a thing like this."

"If You Can't Take the Man, Take the Car"

Name______________

Questions

Date ______________

1. The man who was in the car crash was

   a. John
   b. Bill
   c. Bruce
   d. Gary

2. The doctor was named Bruce. True or False?

3. Bruce went to the hospital in a _________ truck.

4. The doctor used his head. True or False?

5. Who cut Bruce out of his car? _________________________

6. Bruce's car had hit a

   a. tree
   b. truck
   c. cab
   d. dog

"A Bad Tornado" Name______________

Boston Herald, May 24, 1987 Date ______________

1. In May 1987 a tornado hit the town of Saragosa, Texas.
2. 29 people were killed.
3. One man lost his wife and son.
4. But there were heroes.
5. One hero was Tomas Martinez.
6. Martinez was at a graduation ceremony.
7. When the twister hit, the walls of the building caved in.
8. Martinez held a table up to keep rubble off his wife, daughter and granddaughter.
9. He held the table up for two hours.
10. Then help came.
11. Martinez, his wife, daughter and granddaughter were saved.
12. Others inches away were killed.
13. Martinez acted fast. He saved the lives of his family.
14. Later Martinez said "It's a miracle I'm alive."

"Tornadoes" Name______________

Compiled from various news stories Date ______________

1. A tornado is a very bad windstorm.
2. It moves in very quickly.
3. A tornado can badly damage houses.
4. It can blow a house apart.
5. It can take off a roof.
6. Tornadoes mostly happen in the middle states of the U.S.
7. The tornado cloud is a funnel shape.
8. It moves from southwest to northeast.
9. It can swoop down and touch the ground.
10. The radio might give a "tornado watch."
11. Then keep your T.V. on and wait for more news.
12. A "tornado warning" means you must get shelter right away.
13. Go into your basement, in the southwest corner.
14. Get under a strong workbench or table.
15. Stay away from windows and glass.
16. If you are in a car, drive away from the tornado's path, at a right angle:
17. If you do not have time to do this, lie flat in a ditch.

"Tornadoes" Name______________

Questions Date ______________

1. A tornado cloud is shaped like a ______________________________
2. When you hide in your basement, get under a
    - a. window
    - b. table
    - c. cloth
3. If you are outside, lie flat in a ______________________________

"The Great Molasses Flood" Name______________

(from *National Public Radio*, 1/17/89) Date ______________

1. January 17, 1919 was the day of the "Great Molasses Flood."
2. It was a warm day for January.
3. In the North End in Boston, a molasses tank 58 feet high burst.
4. A deep flood of molasses came down the streets.
5. The molasses came very fast.
6. People could not outrun the molasses.
7. 21 people were killed. Many dogs and cats were killed.
8. Five buildings were destroyed.
9. Children scooped the molasses in jars.
10. It took the Fire Department 6 months to clean up.
11. Old people in the North End say when the wind is right you can still smell the molasses.

"The Great Molasses Flood" Name______________

Questions Date ______________

1. The flood was

   a. water
   b. molasses
   c. mud

2. How high was the tank? ________________________________
3. How many people were killed? ___________________________
4. No buildings were destroyed. True or False?
5. Old people say you can still _________ the molasses.

"The Greenhouse Effect"

Name______________
Date ______________

1. It has been very warm lately during the winter.
2. The earth is slowly getting warmer.
3. The earth's temperature has gone up 1 degree since 1900.
4. Is this good? Scientists say no.
5. Some of the ice at the North Pole and South Pole will melt.
6. The ice will turn to water.
7. This water will make the oceans rise.
8. Then the oceans will cover more land.
9. By the year 2100, a lot of Boston would be under water.
10. Why is the earth getting warmer?
11. Scientists blame the "greenhouse effect."
12. We burn gasoline in our cars.
13. We burn coal and gas in our homes and factories.
14. This gives off carbon dioxide and smog.
15. Carbon dioxide and smog make a blanket over the earth.
16. This blanket is like a greenhouse that keeps plants warm.
17. It makes the earth get warmer and warmer.
18. Scientists say we must cut back carbon dioxide and smog.
19. Trees and plants can help. They use up carbon dioxide.
20. We must not cut down too many trees.

"The Greenhouse Effect" Name______________

Questions Date ______________

1. It is all right if the earth gets warmer. True or False?
2. If the earth gets warmer, the __________ will melt, and the __________ will rise.
3. What makes carbon dioxide and smog?

   a. heating homes
   b. cars
   c. factories
   d. *a*, *b* and *c*

4. Carbon dioxide and smog make a blanket over the earth. True or False?
5. What uses up carbon dioxide?

   a. people and animals
   b. trees and plants
   c. cars and factories

"A Hair-Raising Feat" Name_______________

Boston Herald, 5/18/88 Date _______________

1. When Diane Witt lets her hair down, she really lets it down...and down and down, all 10 feet of it!
2. Diane has the longest hair in the world.
3. Her hair is auburn (reddish) in color.
4. It takes her 4 hours to shampoo and braid her hair.
5. Her husband Bob helps her.
6. How long did it take Diane to grow her hair?
7. She started about 15 years ago.
8. But she had a foot of hair cut off 4 years ago.

9. Diane's name is now in the Guinness Book of Records.
10. She says "I just kept growing it to see how long it could get."
11. But Diane does not wear her hair down.
12. She braids her hair, then she puts it in a knot.
13. She holds the knot together with only two bobby pins.
14. Her husband Bob once caught fish with Diane's hair!
15. "We just tied a worm on the end of the braid. It is pretty strong."

"A Hair-Raising Feat" Name____________

Questions Date ____________

1. What color is Diane's hair?______________________________

2. How long is it? ______________________________

3. Diane wears her hair down. True or False?

4. How long does it take Diane and Bob to shampoo and braid her hair?
    a. one hour
    b. two hours
    c. four hours

"A Hiccup Story" Name_______________

Boston Herald, 11/2/87 Date _______________

1. Charlie Osborne lives in Iowa.
2. He is 95.
3. In 1922 he tried to lift a 350-pound hog.
4. This made him hiccup.
5. He has not stopped hiccuping for 65 years.
6. His neighbor asked "Dear Abby" for help.
7. Abby asked her readers to send hiccup cures to Charlie.
8. The first week, Charlie got 1,000 letters.
9. Abby got 900 ideas for cures.
10. Only one cure was a help.
11. A doctor used carbon monoxide on Charlie.
12. Charlie lost his hiccups for 30 minutes.
13. But then they came back.
14. Do not send any more cures to Charlie.
15. He sold his house and moved out of town to live with his sister!

"A Hiccup Story" Name______________

Questions Date ______________

1. What is Charlie's last name? ______________________________
2. Where does he live? ______________________________
3. Find Iowa on your map. What states is it next to?

   ____
4. Abby got more letters than Charlie. True or False?
5. The gas that helped Charlie was

   a. oxygen
   b. carbon dioxide
   c. carbon monoxide
6. What would you do if you could not get rid of hiccups?

   ____

"Some Hiccup Cures From Dear Abby" Name______________

Boston Globe Date ______________

1. Some of "Dear Abby's" readers sent her their hiccup cures. Here they are:
2. Stick your fingers in your ears, take a deep breath, have someone hold your nose and take a drink.
3. Cut three small holes in a paper bag, put the bag over your head and breathe deeply 20 times.
4. Let a teaspoonful of sugar melt on your tongue.
5. Stand on your head and say "Mary Had a Little Lamb."
6. Make a fist, take a deep breath and bite all the knuckles on each hand one by one.
7. Fill a glass with water, cover it with a clean hankie, and drink the water through the hankie.
8. Open your eyes wide, stick out your tongue, reach for the ceiling, and sing "The Star-Spangled Banner."
9. Good luck!

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(This list could be longer; please add to it.)

GENERATIVE WORDS

Paolo Freire is a Brazilian educator who has had a powerful effect on literacy work in Latin America and many other parts of the world. When he or one of the many literacy workers trained in his methods goes into a new community, one of the things they try to do is to help the group of learners to come up with a list of fifteen or so "generative words" that are deeply meaningful and evocative to them. Examples from communities in Brazil are the Portuguese words for "brick" and "clinic." Around these words are built phonics lessons, and discussions of aspects of culture that help the learners strengthen their consciousness about their own situation. The goal is that the people not only learn to read and write better, but also become more conscious and more active, socially and politically.

What follows is a group of fifteen words that seemed powerful across subcultures here in the United States. The pictures can be used for discussion. At the bottom of each one is a place to trace each word to strengthen reading and spelling. These words have been woven into the Basal Reader. For one of the words, "family," there is a sheet of sample activities.

ACTIVITIES FOR THE GENERATIVE WORD "FAMILY"

1. Do a class chart, and talk about how to read a chart, side to side and up and down at the same time.

	How many brothers and sisters?	How many kids?
Jim Brown	3	4
Luz Gonzalez	6	2

2. Use names of siblings and kids to orally work with the concept of a syllable.

3. Use *Family of Man* photographs, or pictures from magazines, to generate discussion, group and individual language experience stories.

4. Do family trees, if it seems comfortable and appropriate.

5. Try to define what a "family" is. See what cultural differences exist within the group. Read aloud a description of a kinship system in a very different culture, discuss.

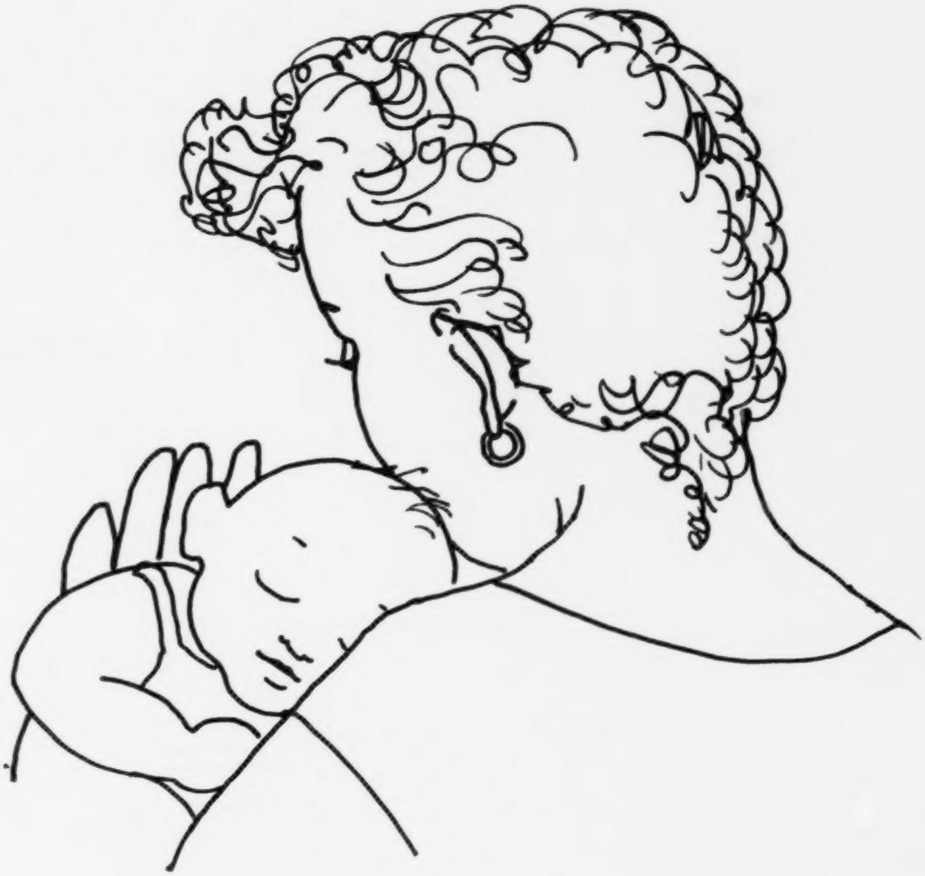
6. Ask, how do families constrain us? liberate us?

7. Use the first syllable in "family" to do some playing with syllables:

   a. am
      fam
      dam
      lam
      Sam
      etc.

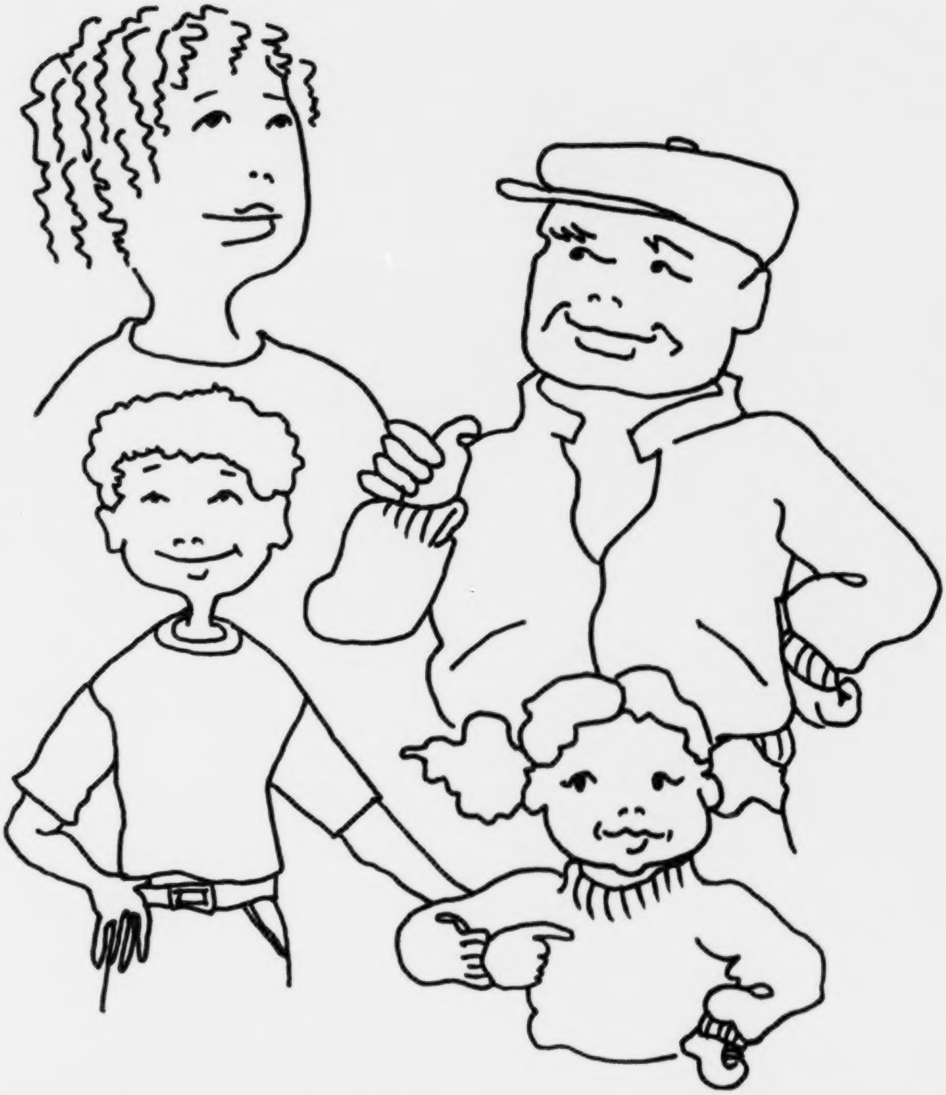
   b. F A M Scrabble letters, substitute B, then C, then N for the final M.

   c. This leads to
      fab: fabric, fabulous, prefab
      fac: factory, factor, manufacture
      fan: fantastic, Faneuil Hall, fanfare, etc.



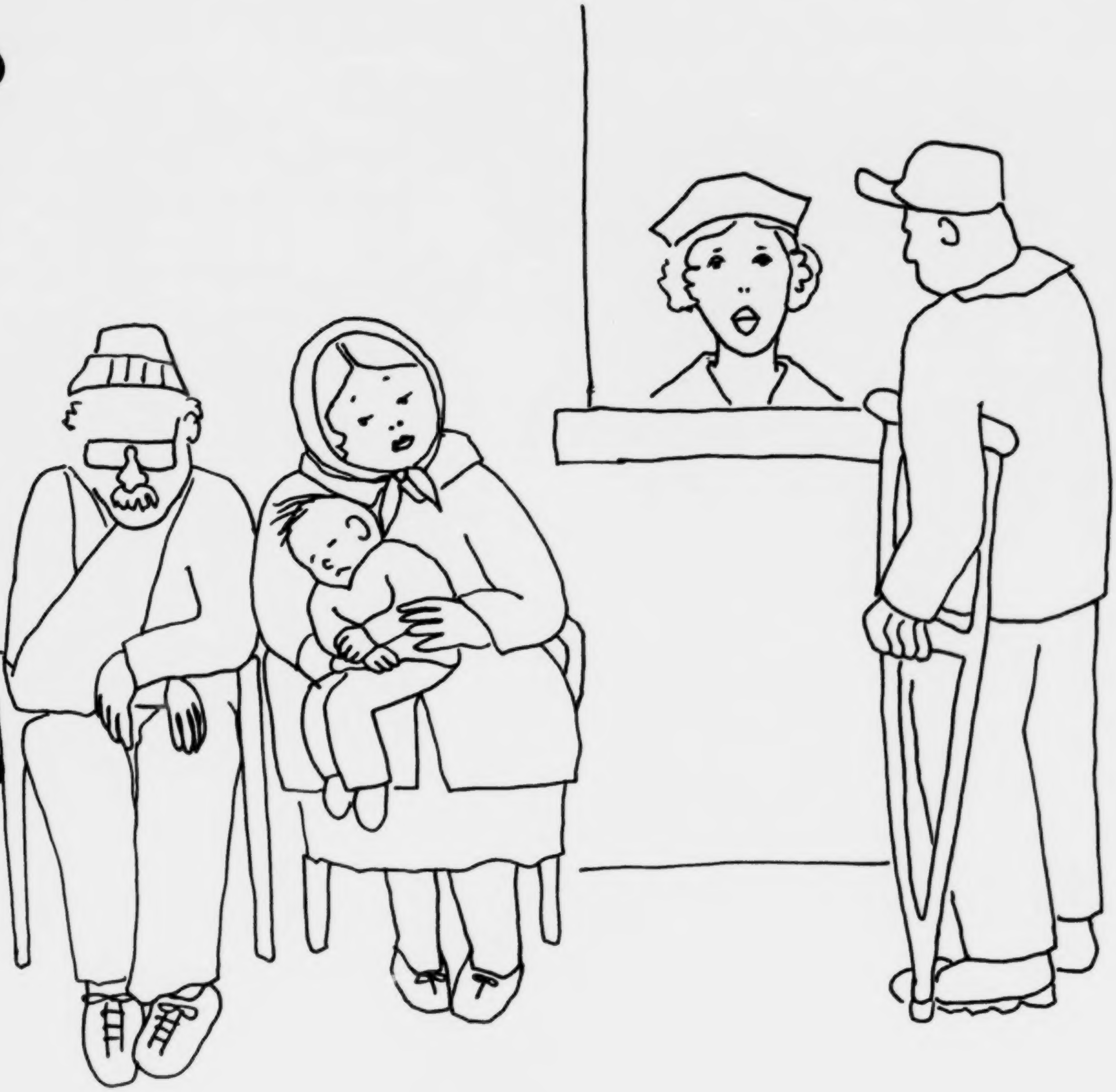
mother mother

mother mother



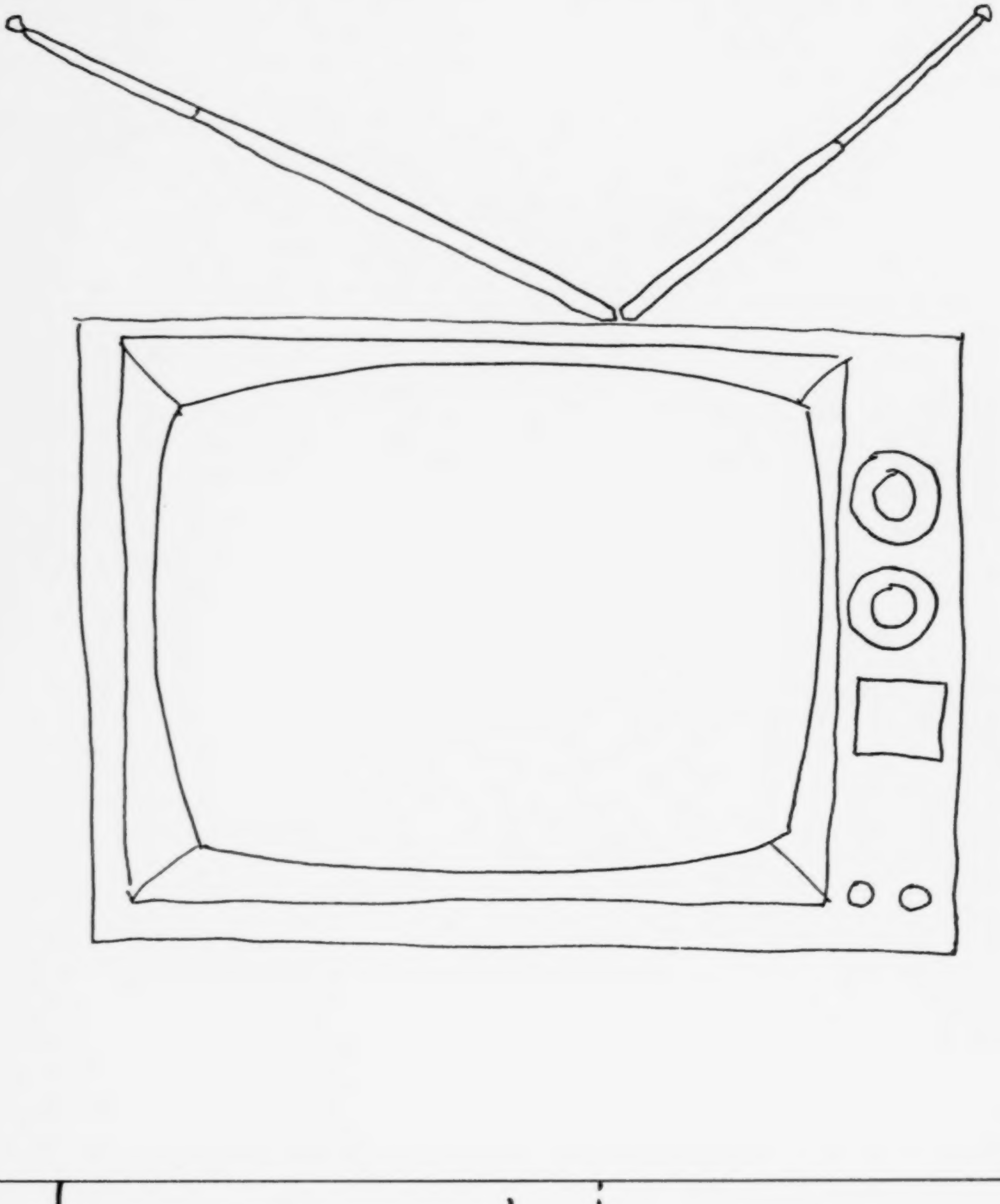
family family

family family



clinic clinic

clinic clinic



television television

television television

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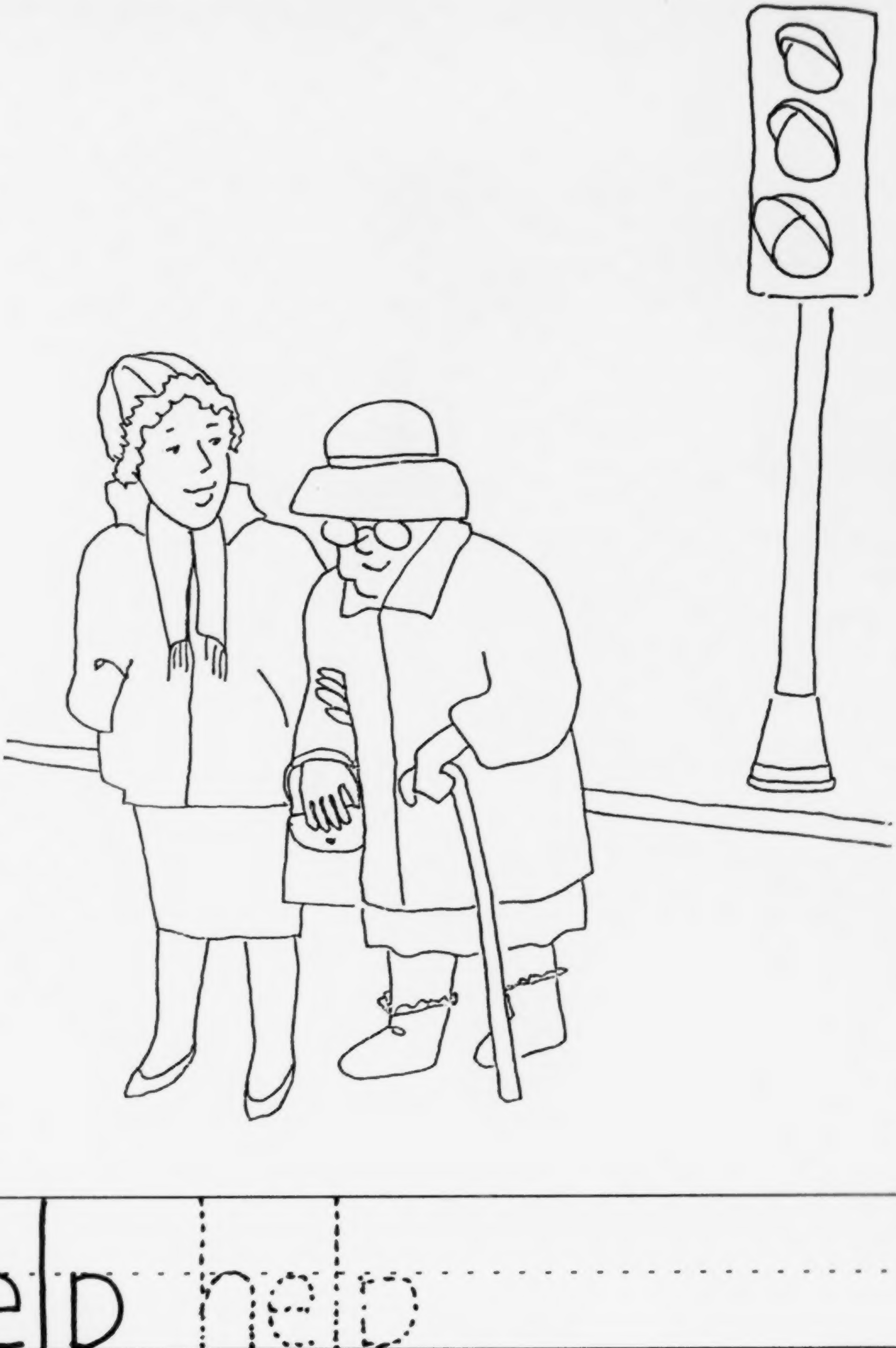
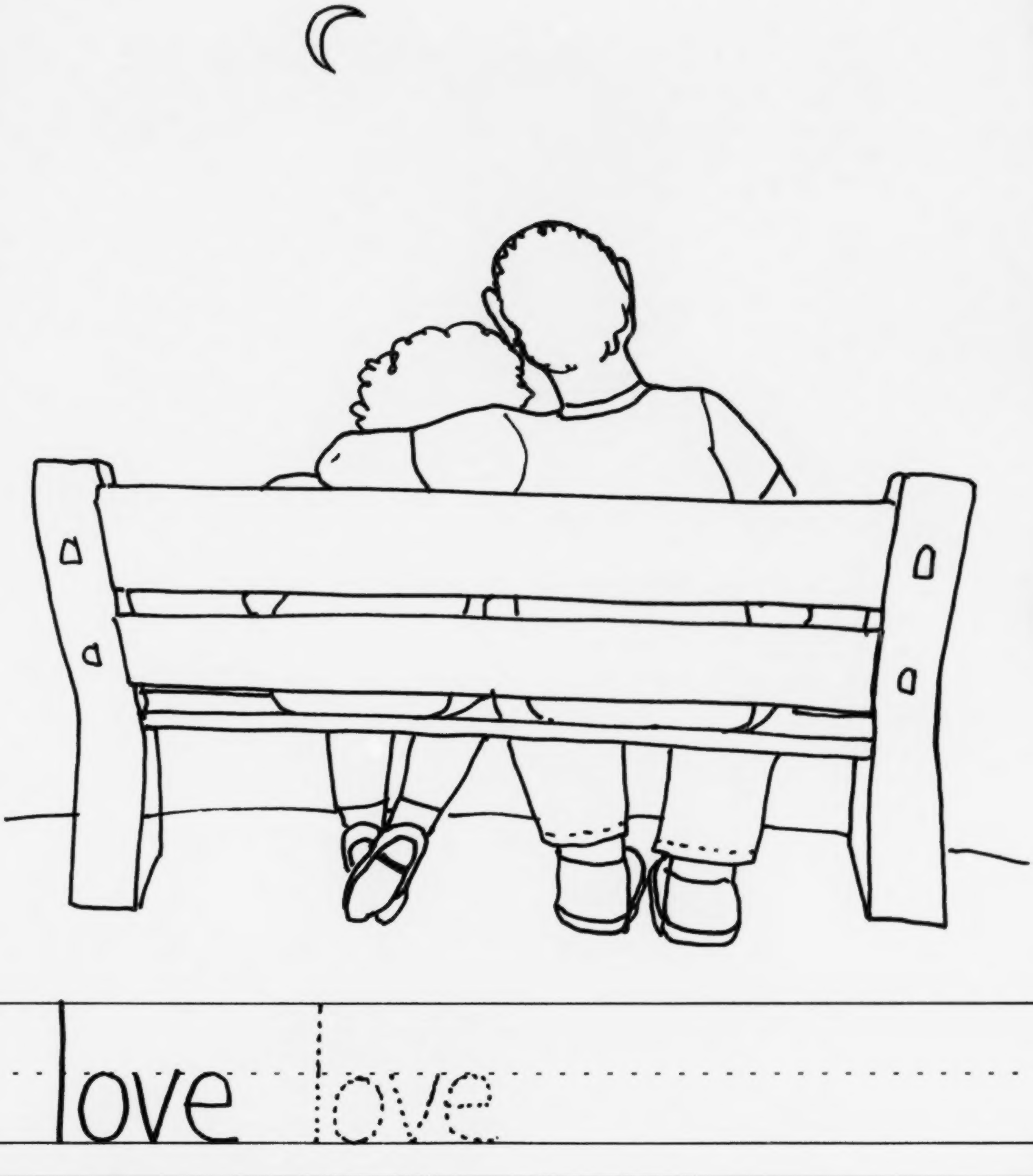


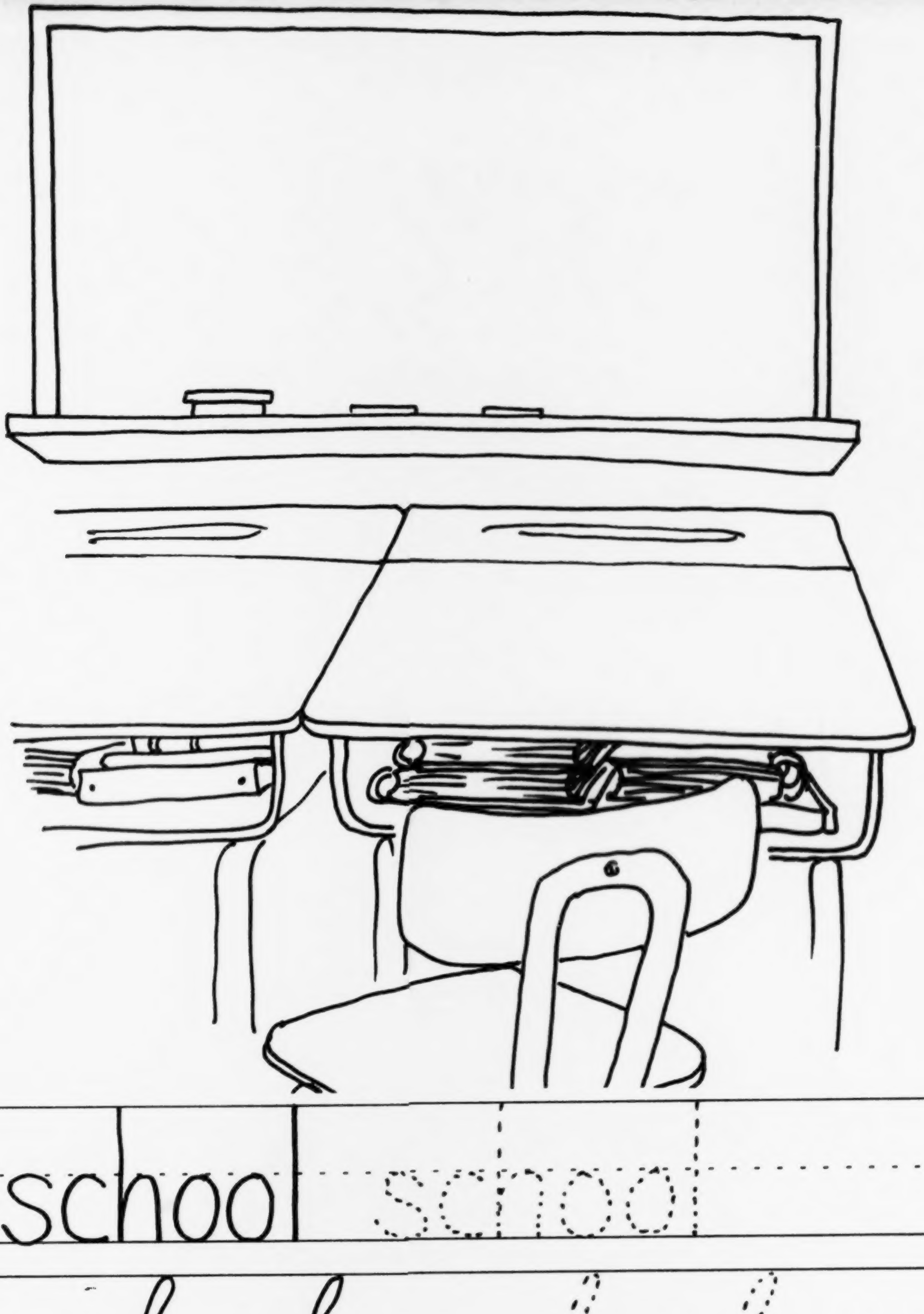
help help

help help



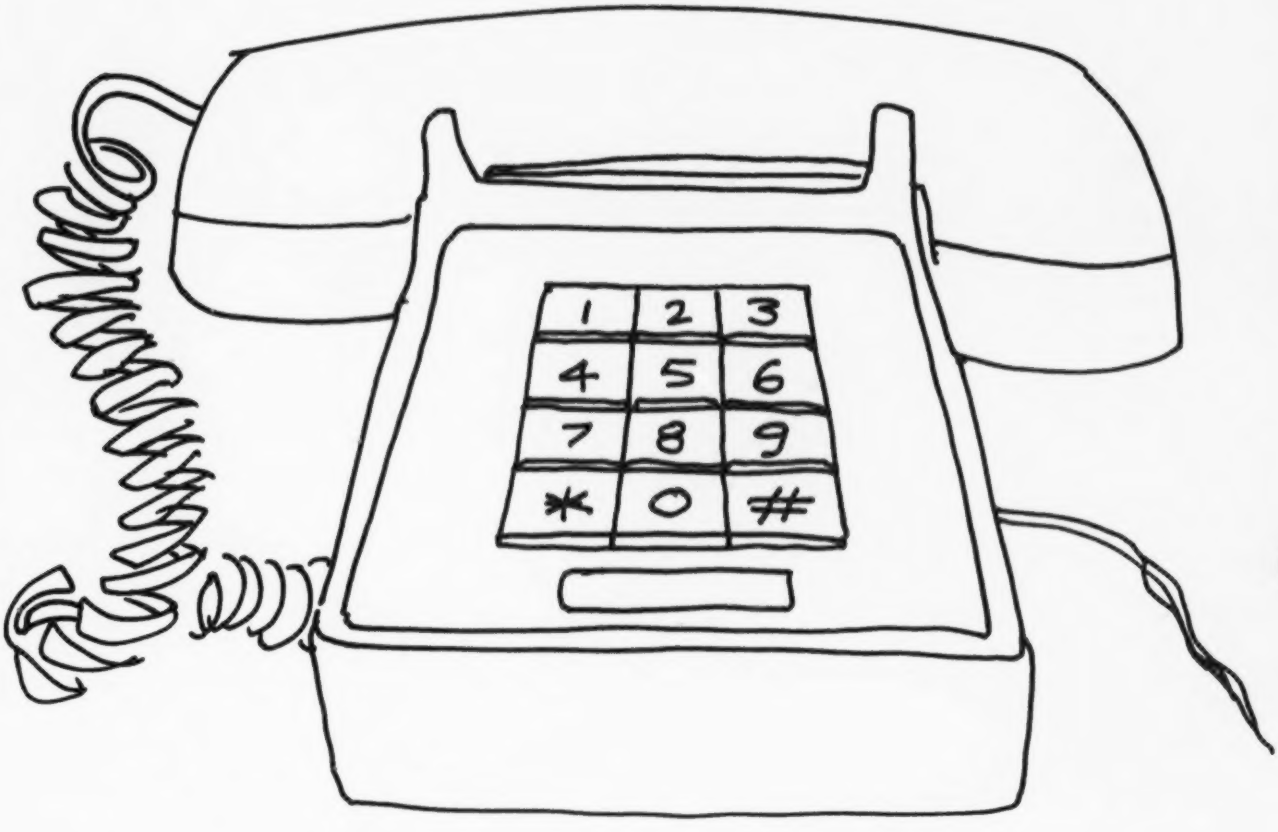
love love

love love



school school

school *school*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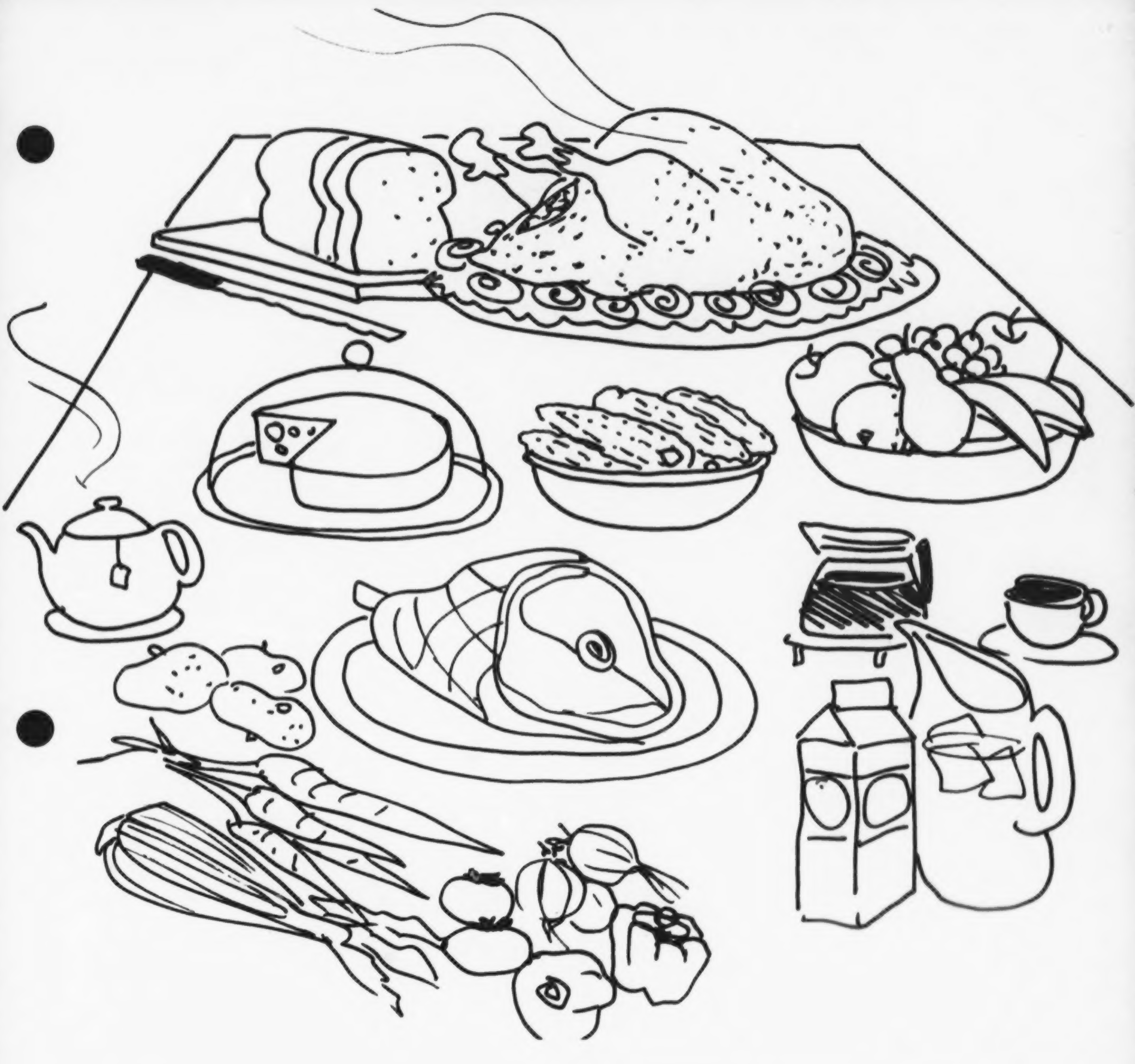
phone phone

phone phone



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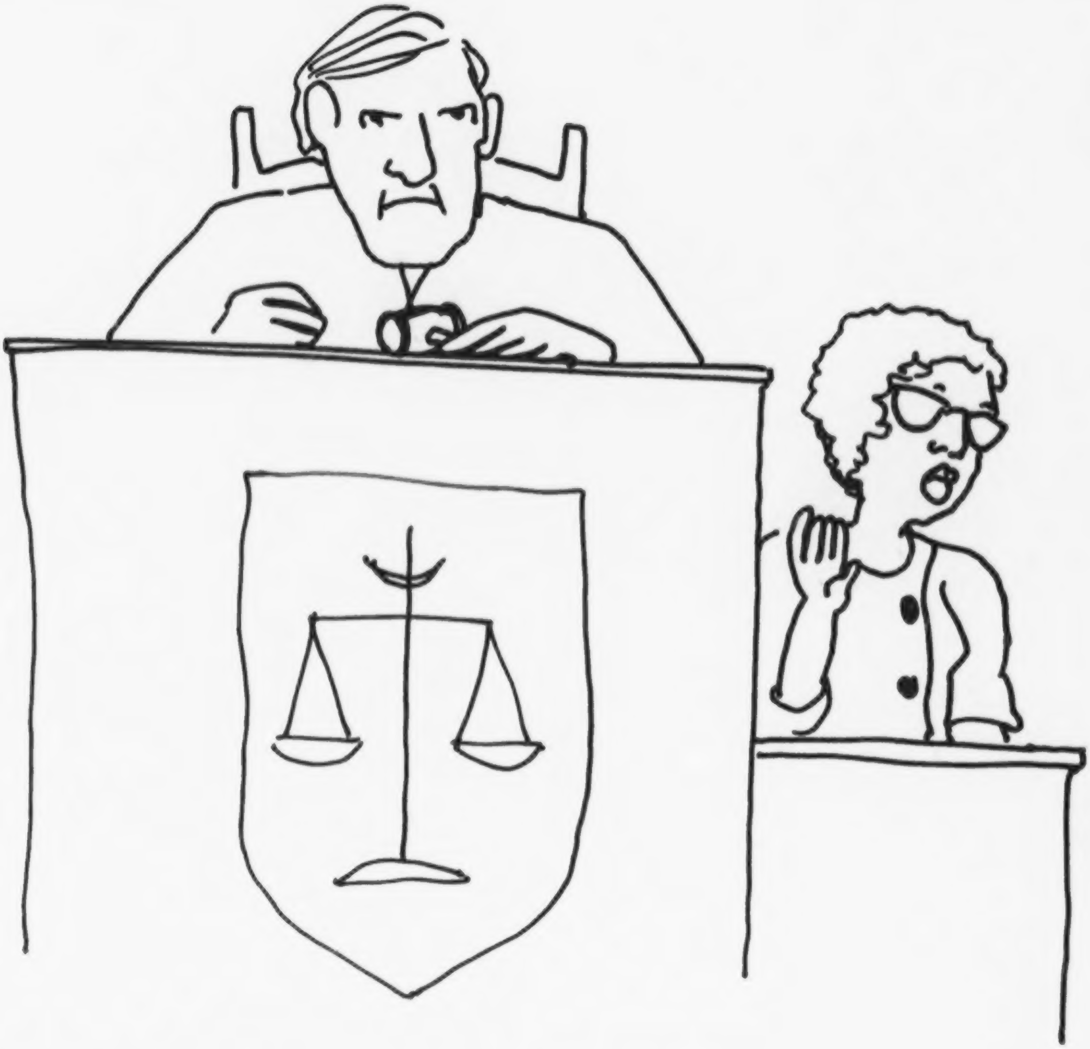
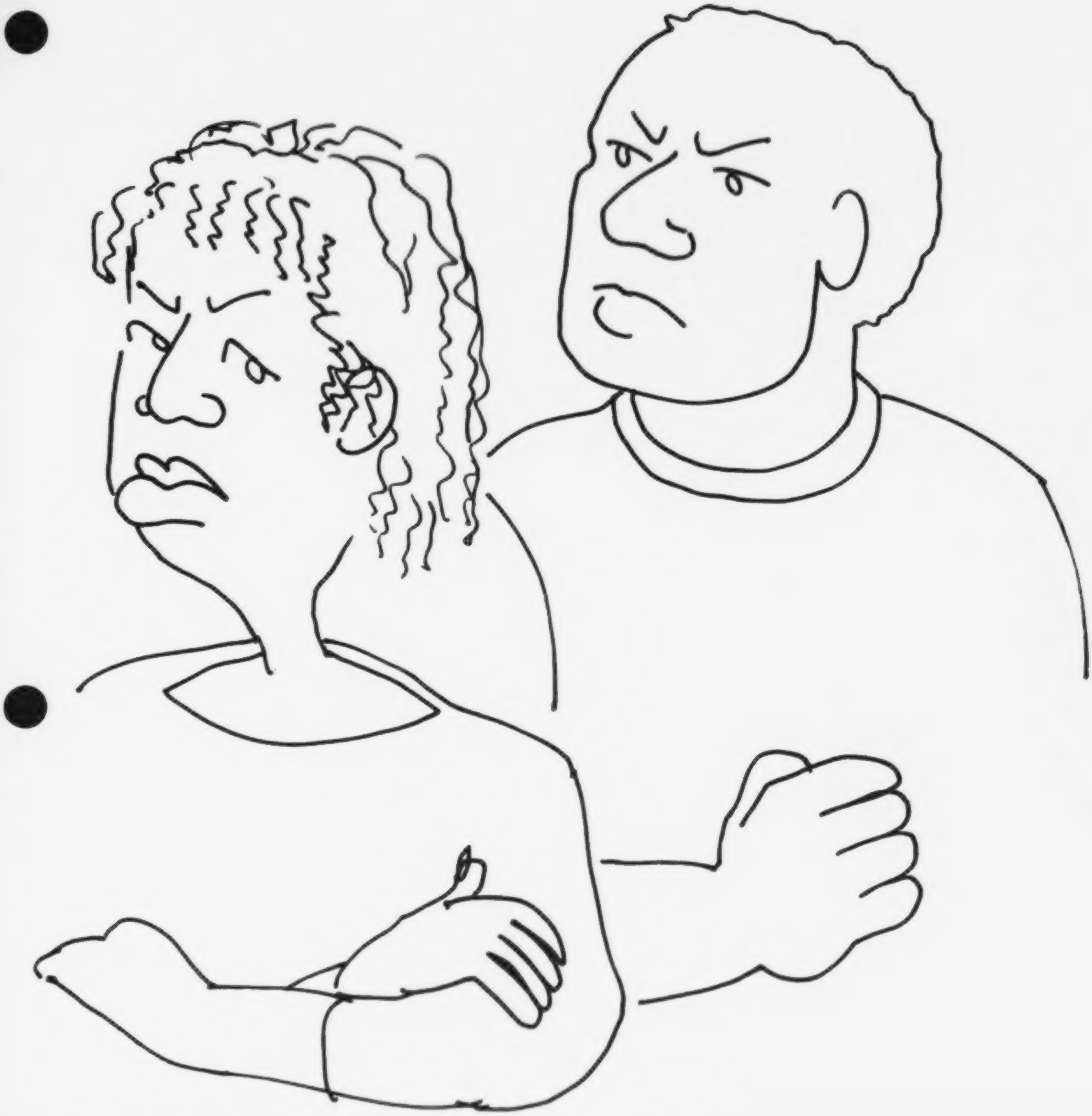
food food



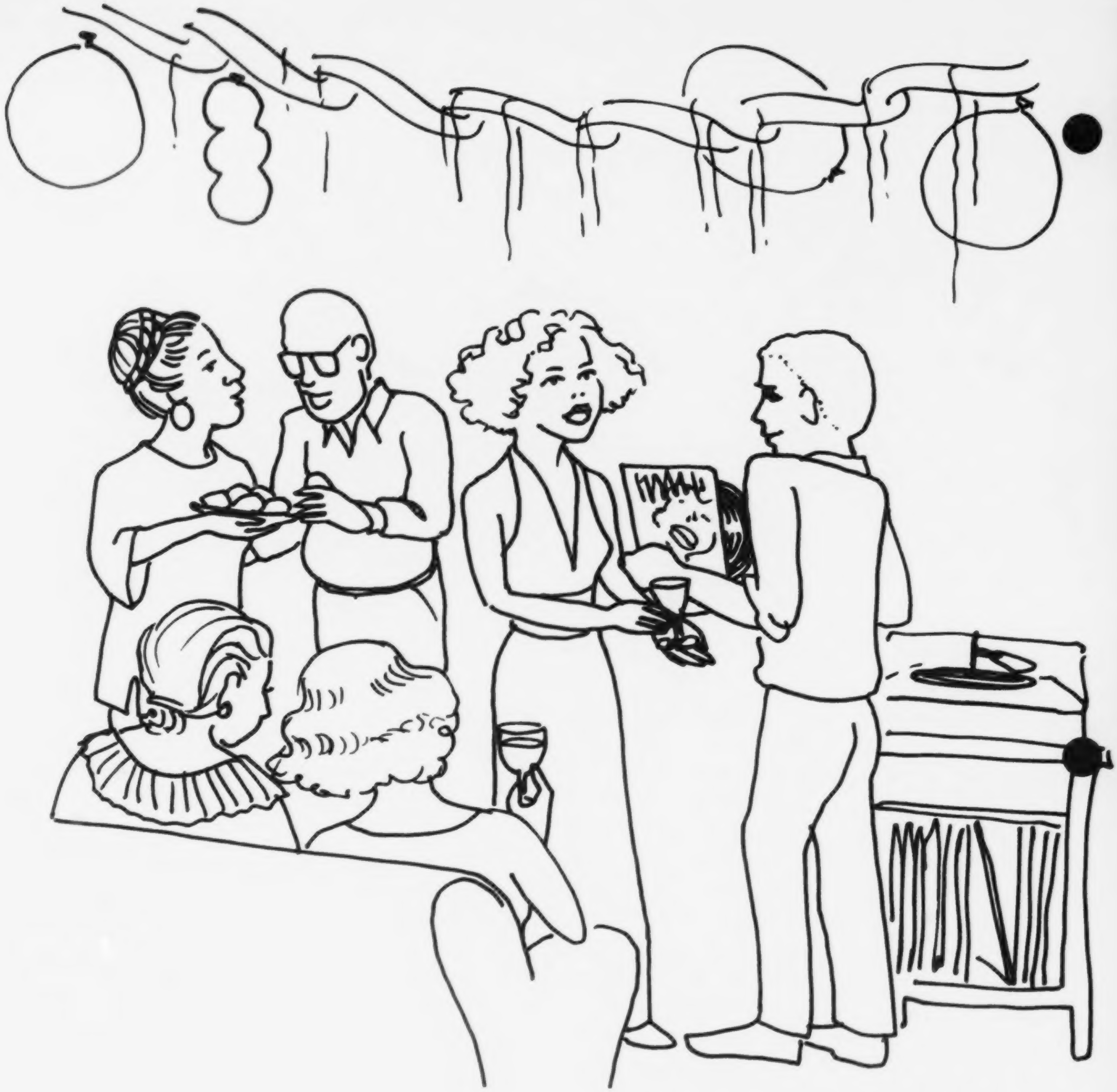
court court

court court



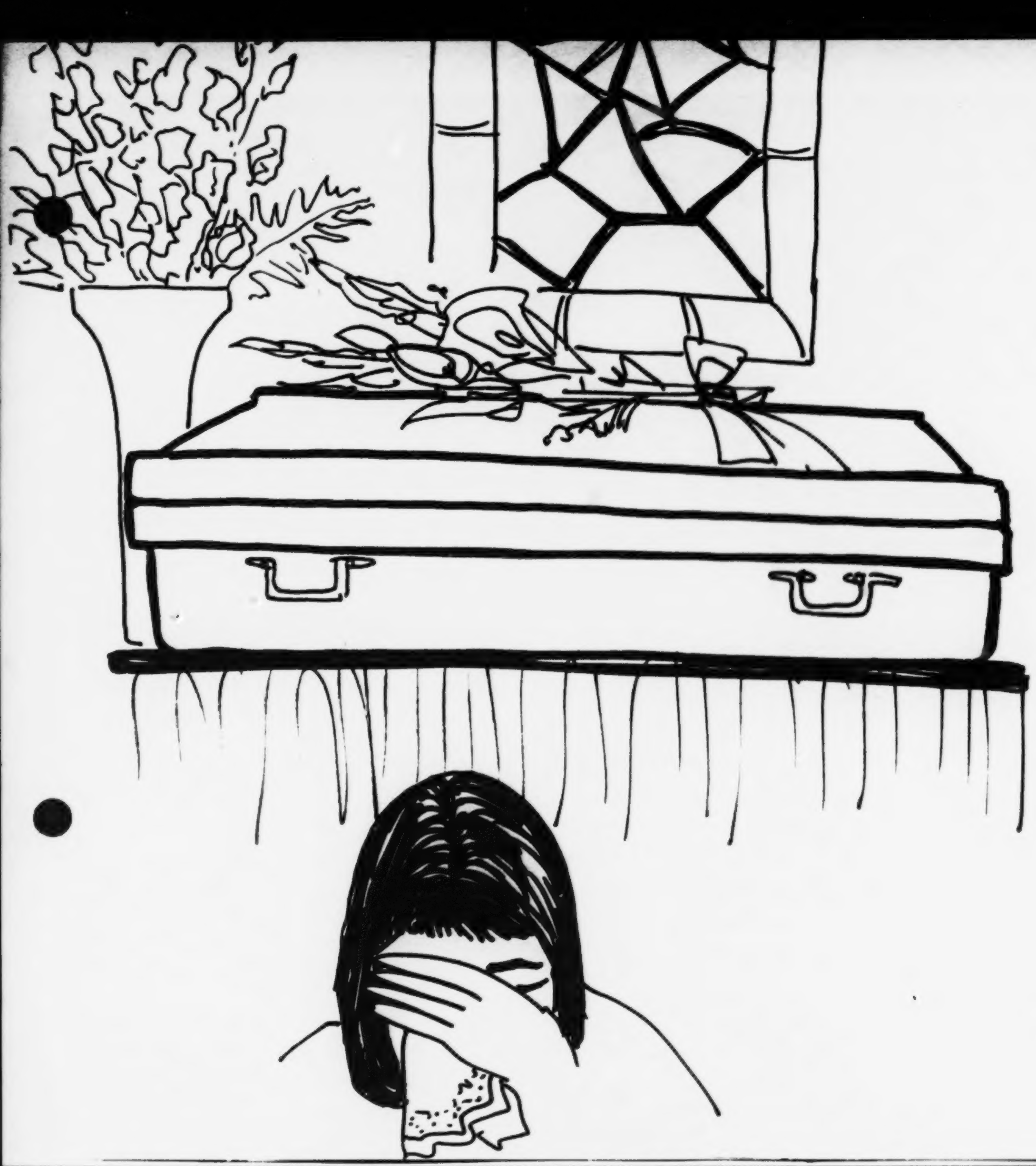
fight fight

fight *fight*



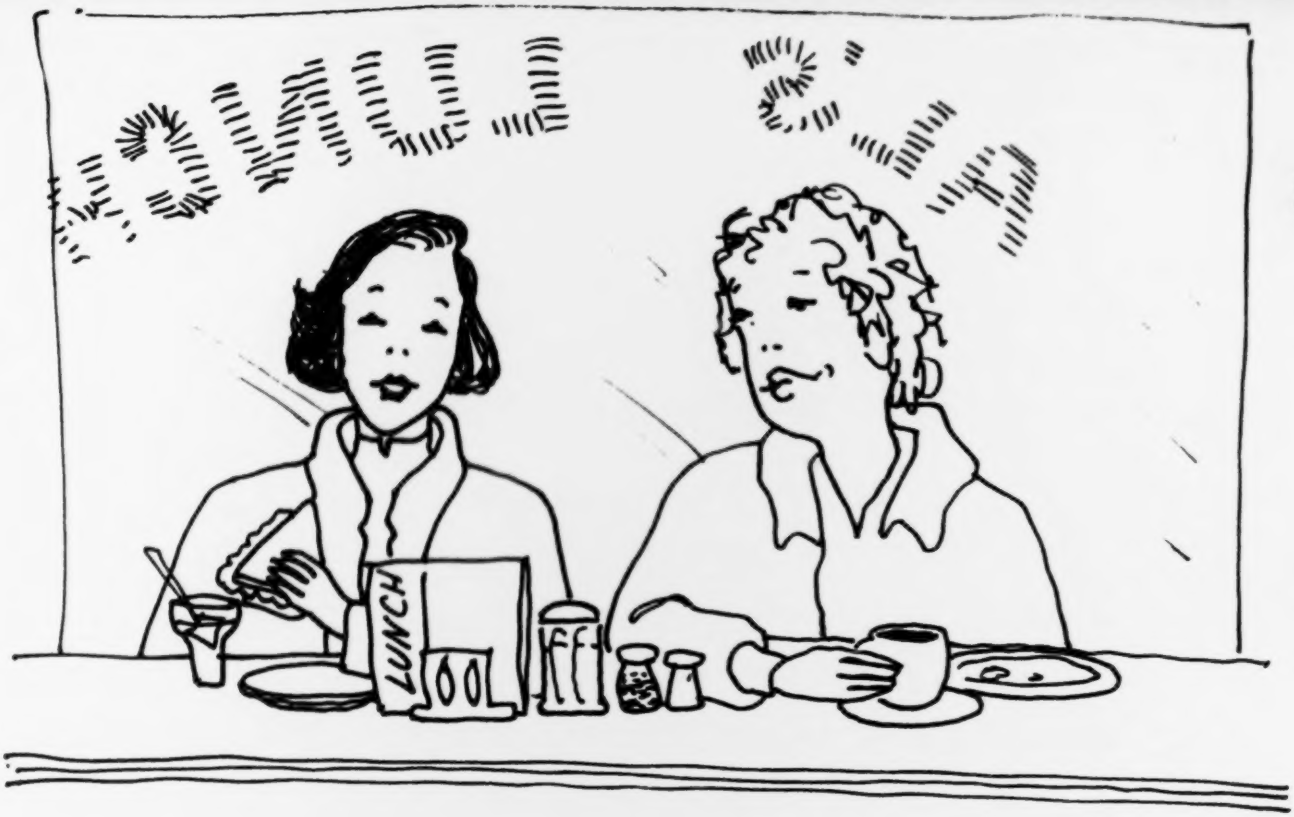
party party

party party



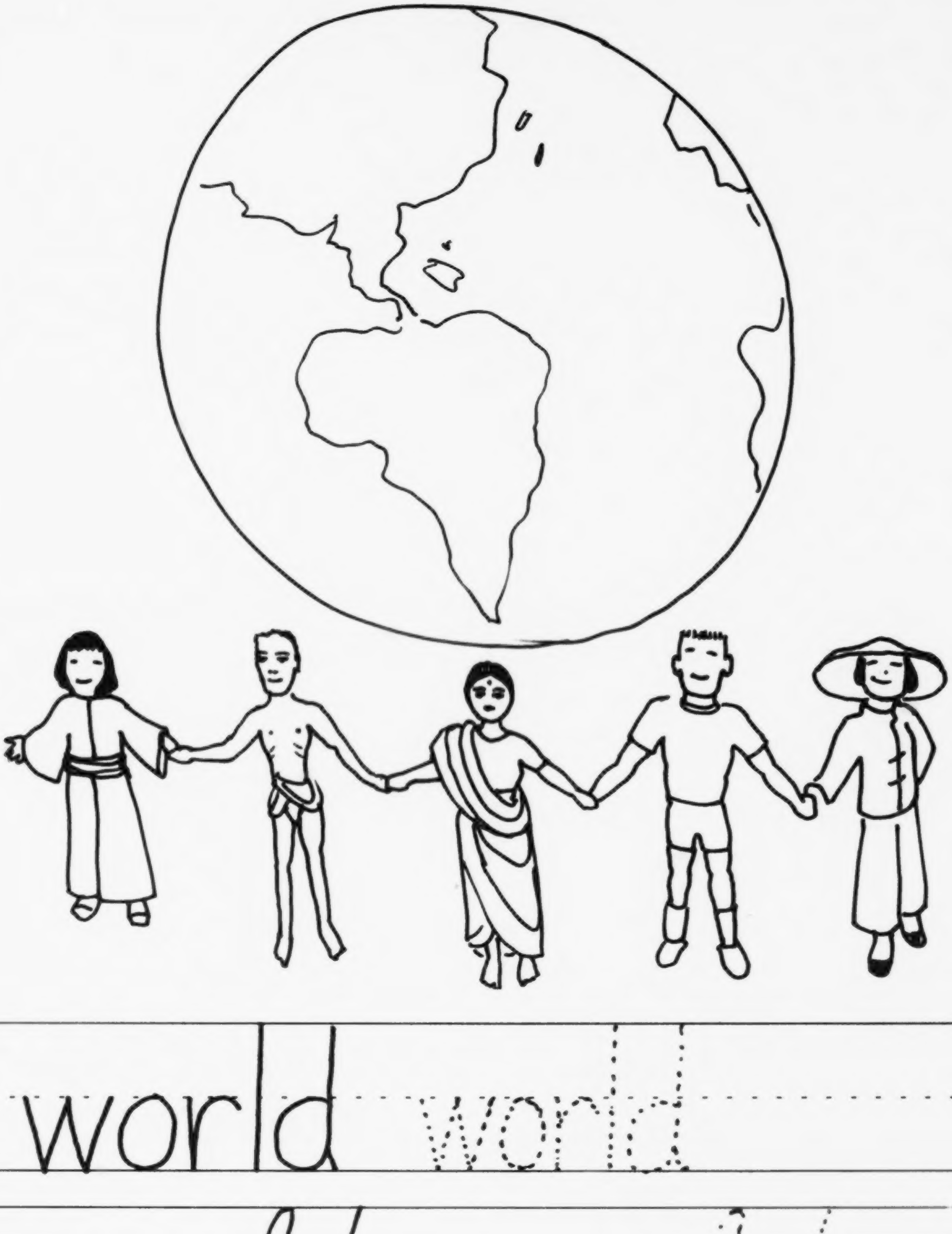
death death

death death



friend friend

friend friend



world world

world world

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SURVIVAL SKILLS

"Survival skills" are those practical daily reading and writing tasks that one needs to be able to do in order to participate fully in society. The Adult Performance Level study done at University of Texas at Austin in the late 1970's revealed the high percentage of Americans who could not do many of these tasks, proficiently or at all.

Survival skills incorporate all the other categories of skills that have been discussed— Phonics, Sight Words, Writing and Spelling, Comprehension. What follows is a (necessarily incomplete) list of some of these survival skills. Any literacy teacher or tutor, as s/he moves through daily life, should grab every possible example of this genre—pamphlets, menus, food labels, train schedules—laminate and 3-hole punch them and keep them in this section or elsewhere for later use in a lesson. Sometimes establishments will even give you multiple copies of their printed material, enough to use with a whole class.

Progress Sheet – *Survival Reading and Writing* **Name**________________

Skill		Can do	Needs work	Date
1. Can use list of foods to make a shopping list				
2. Can use list of numbers and months to write checks				
3. Has a corrected sample job application				
4. Can fill out other kinds of forms				
5. Can get information from a	food label			
	medicine label			
	clothing label			
	poison warning			
6. Can read	road signs			
	bus and subway signs			
7. Can read a menu				
8. Can read a restaurant bill, and figure tax and tip				
9. Can use a receipt to return merchandise				
10. Can read a recipe				
11. Can understand first-aid materials				
12. Can address an envelope				
13. Can read a map				
14. Can read a	chart			
	diagram			
	graph			
15. Can use the dictionary				
16. Can read directions for products and appliances				
17. Can use	white pages			
	yellow pages			
18. Can read want ads				
19. Can read and write log entries at work				
20. Can fill out an accident report form				

Progress Sheet—*Survival Reading and Writing* **Name**__________________

Skill	Can do	Needs work	Date
21. Can read schedules: train			
bus			
T.V.			
movies			
22. Can read pay stubs			
23. Can read bank statements			
24. Can read bills			
25. Can order from a catalogue			
26. Can read contracts and agreements			
27. Can write short notes and letters (see Progress Sheet—*Writing and Spelling*)			

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SAM and VAL

An Adult Basal Reader

Written by Sylvia Lotspeich Greene
Illustrated by Joann Wheeler

Community Learning Center
Cambridge, Massachusetts

Federally funded with an LSCA Title VI grant
administered by
The Massachusetts Board of Library Commissioners

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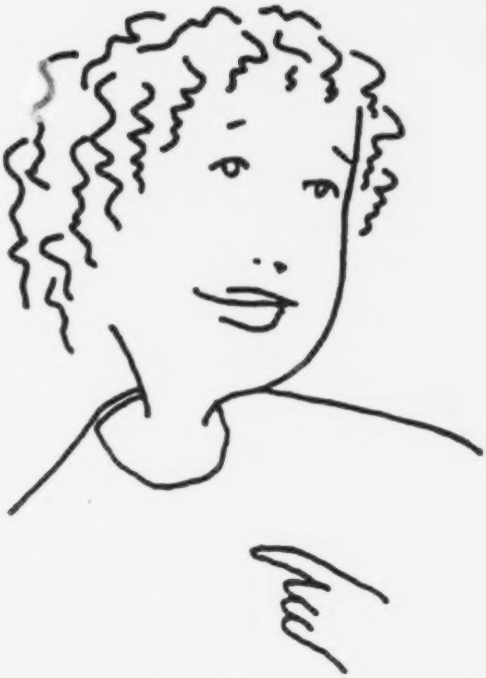
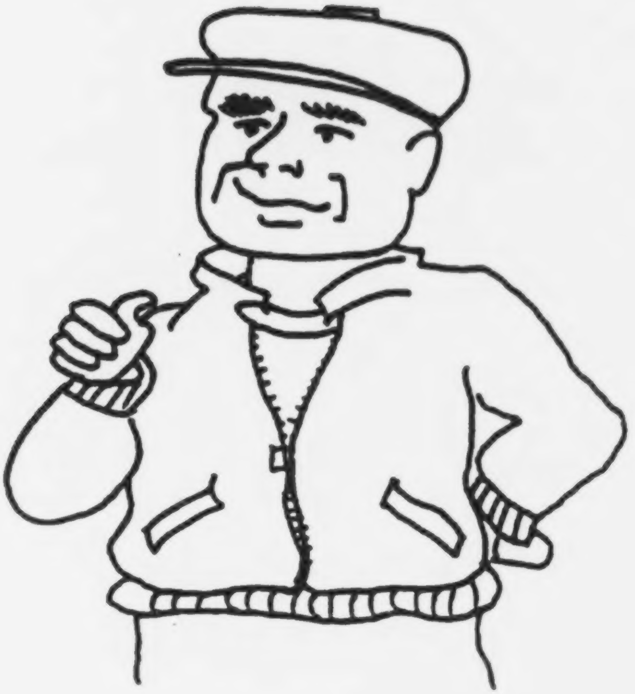
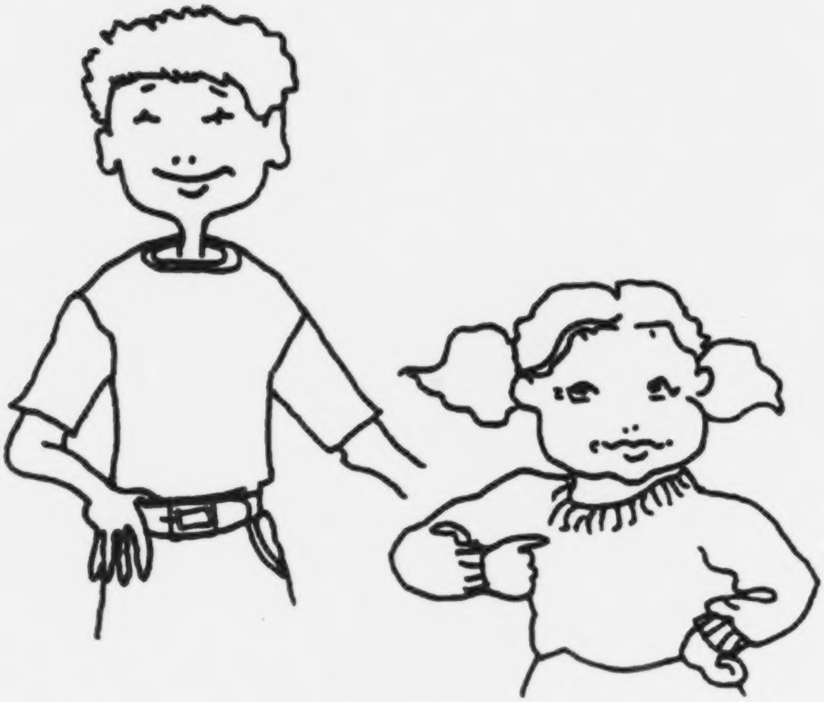
CHAPTER ONE



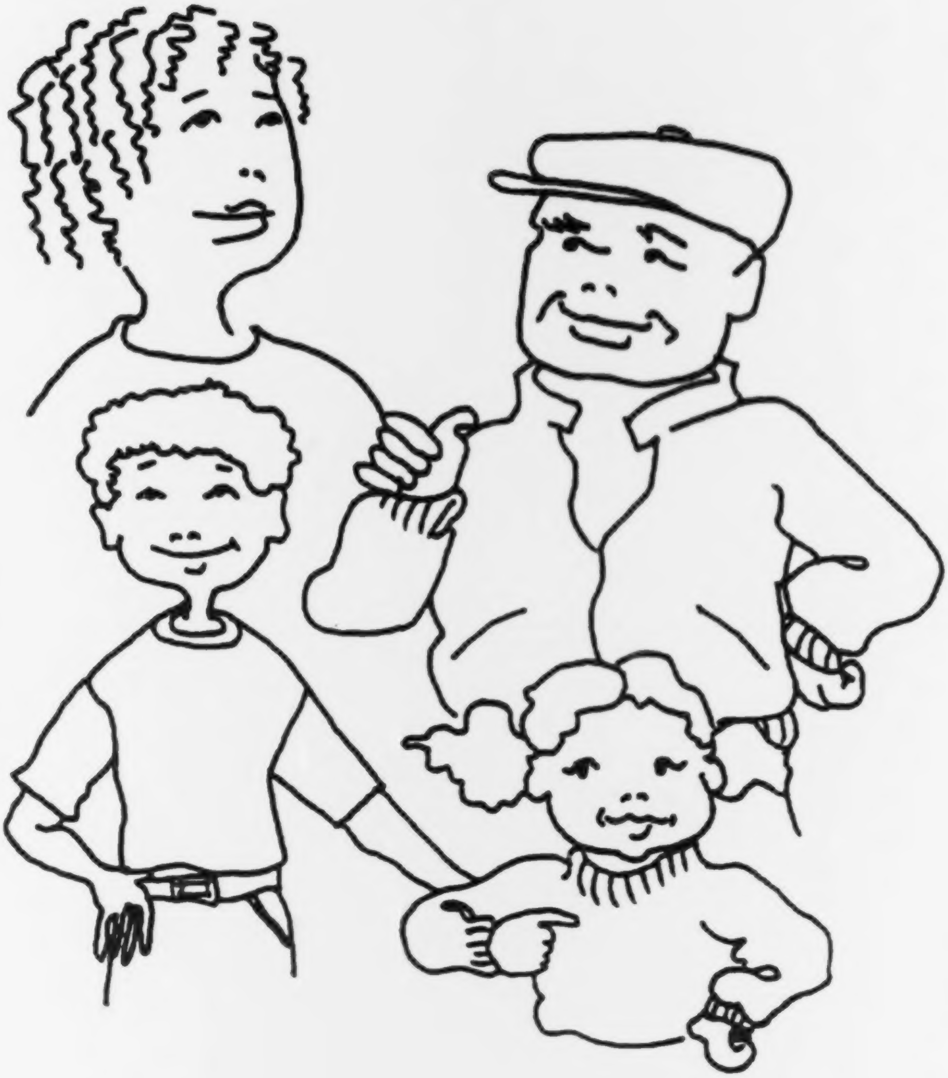
I am Val.
My name is Val.
Val is my name.
I am the mother.



I am Sam.
My name is Sam.
Sam is my name.
I am the dad.



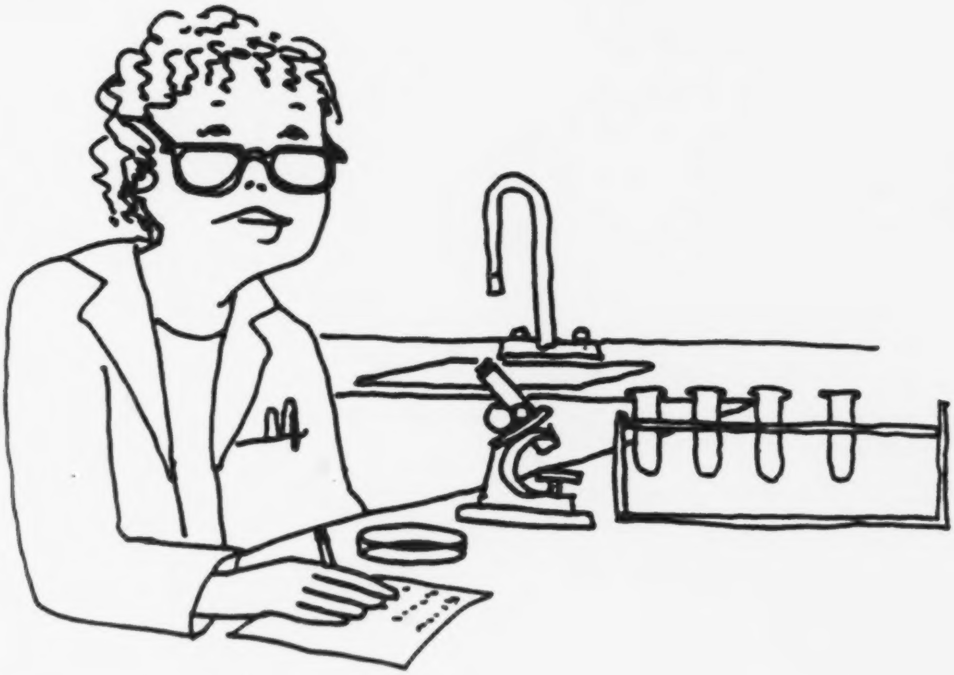
I am Nat.
My name is Nat.
Nat is my name.
I am Mag.
My name is Mag.
Mag is my name.



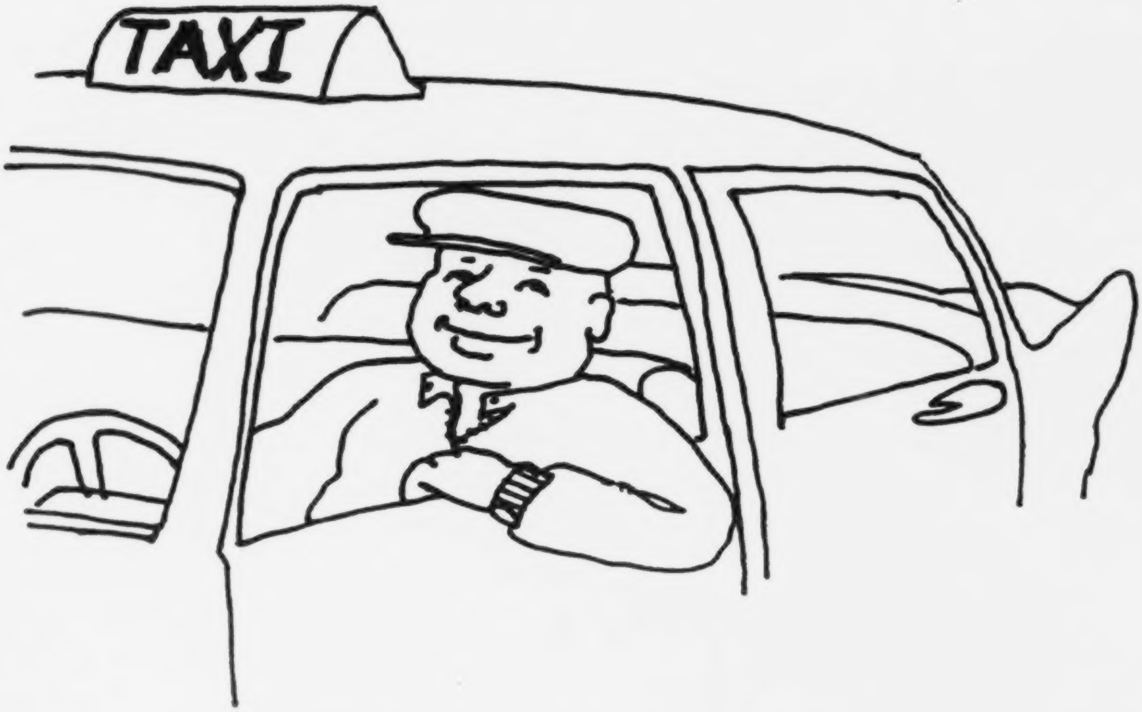
Mother, Dad, Nat and Mag.
A family!

CHAPTER TWO

Part 1



I am Val.
My name is Val.
Val is my name.
This is my name: VAL.
I work in a lab.
This is my lab.
I can work in my lab.
This is my work.



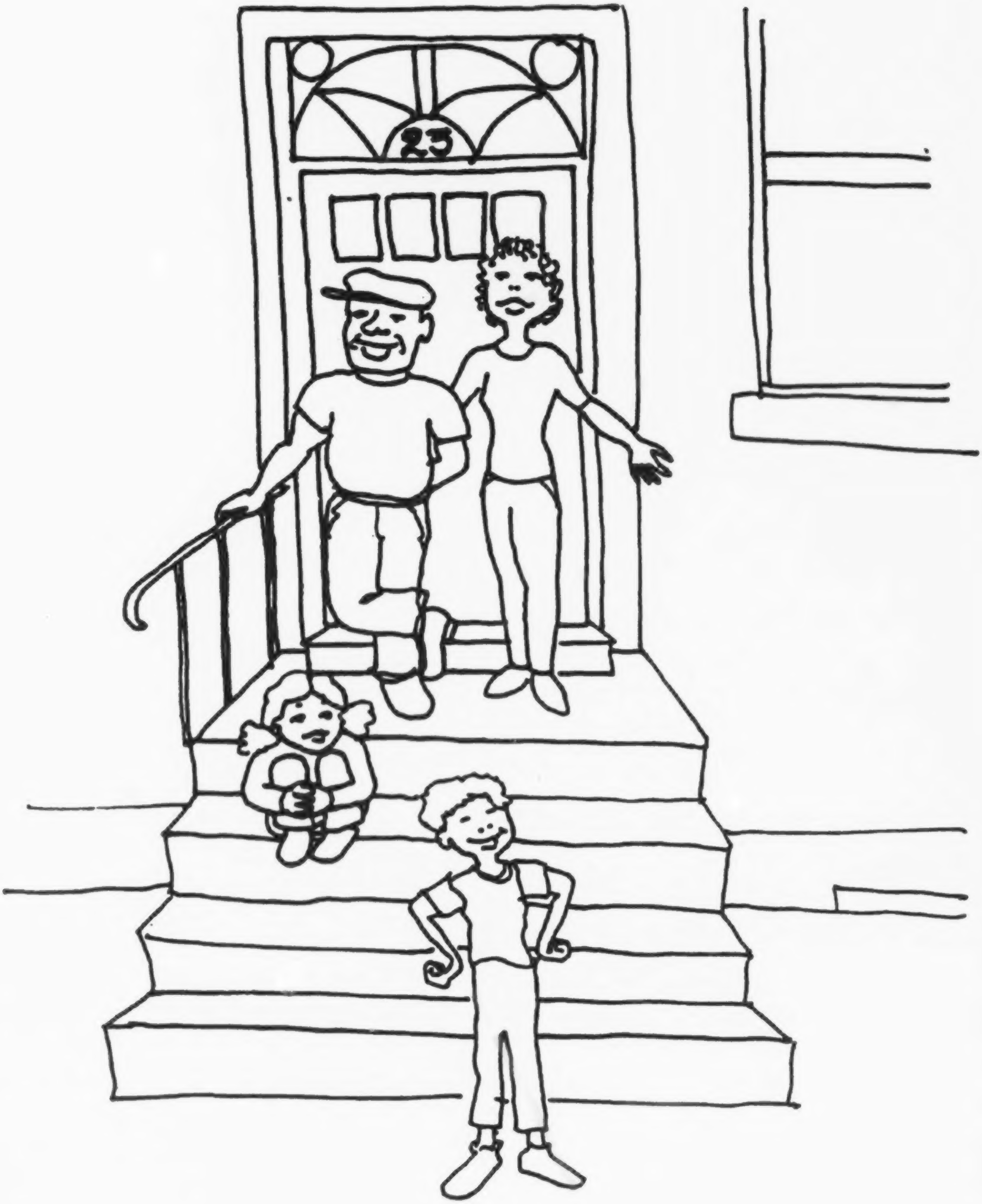
I am Sam.
My name is Sam.
Sam is my name.
This is my name: SAM.
This is my cab.
My cab is my work.
I can work in my cab.
This is my work.

Val can work.
Sam can work.
Nat can work.
Can this family work?
This family can work.
Val has a nap.
Sam has a nap.
Nat has a nap.
The family has a nap.
This is work!

Part 2

I am Sam.
My name is Sam.
Sam is my name.
This is my home.
I am at home.

I live at home.
And I work at home.
I can live and work at home.
I am Val.
My name is Val.
Val is my name.
This is my home.
I am at home.
I live at home.
And I work at home.
I can live and work at home.
This is Nat.
This is Mag.
Nat is at home.
Mag is at home.
Nat and Mag live at home.
This is the family at home.
This home can work.
This family can work.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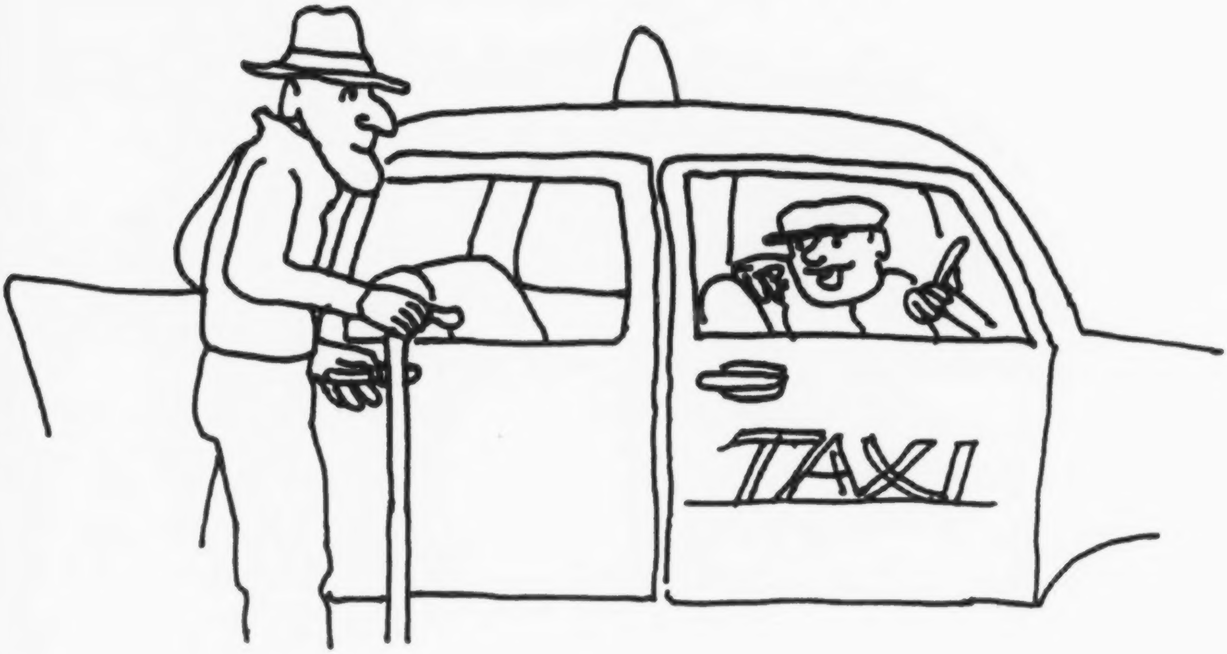
CHAPTER THREE

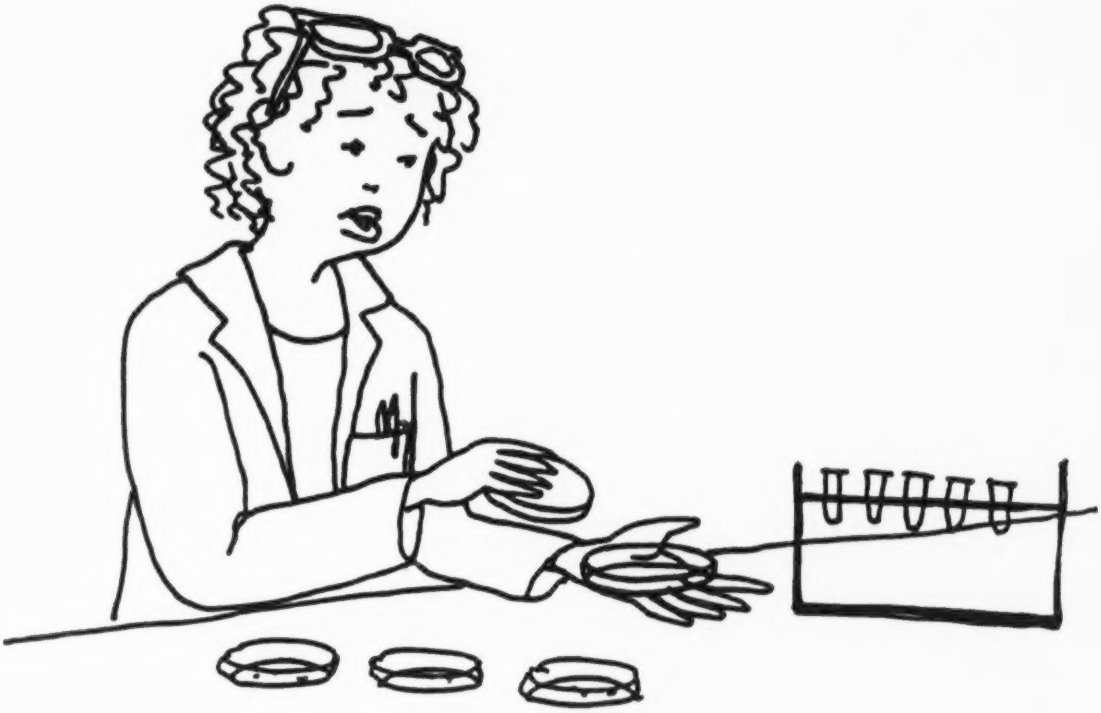
Part 1



Sam is at work.
Sam is in his cab.
Sam's cab is a good cab.
Sam's cab has fins.
Sam has Dan in his cab.
Dan is in Sam's cab.
Dan sits in the cab.

Dan is a good man.
Dan has good work.
His work is good.
Dan has a good family.
His family is good.
Dan has a good home.
His home is good.
Dan has a bad hip.
His hip is bad.
It is good to sit in the cab.
Dan will tip Sam.
Sam will have a big tip.
His tip will be a good, big fat tip!

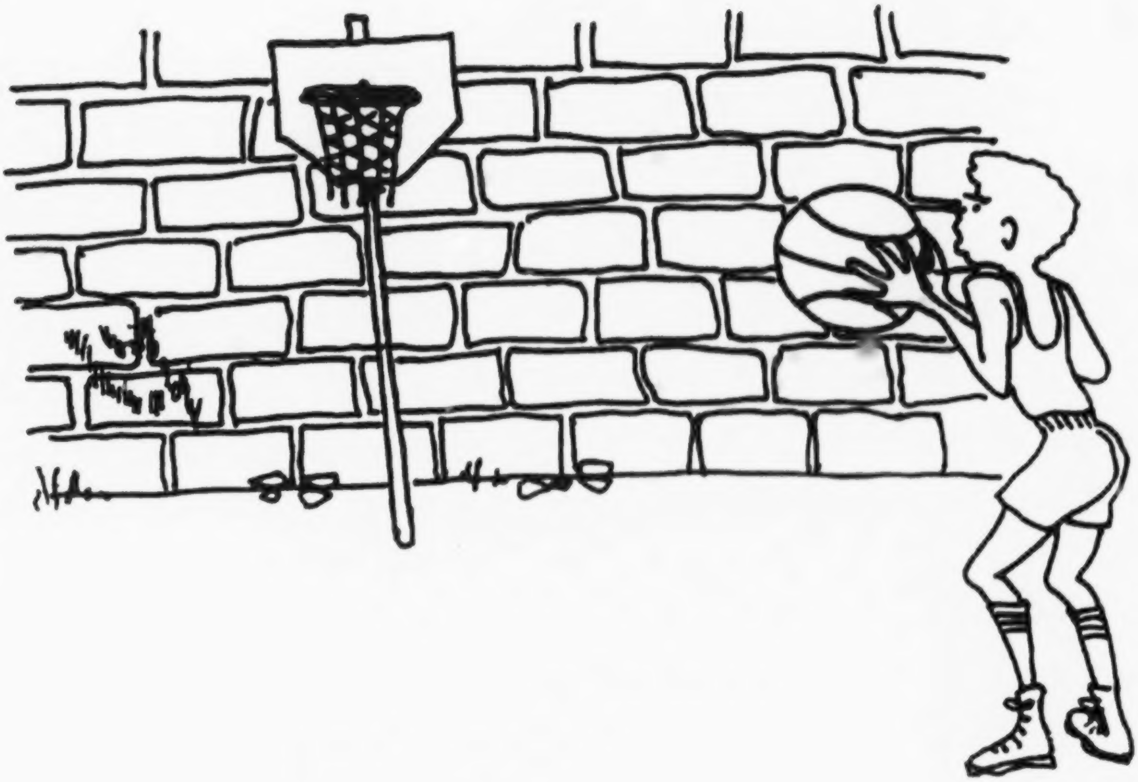
Part 2



Val is at work.
Val is at the lab.
Will the lid fit the pan?
The lid has to fit.
Val will have to fix the lid.
This work will kill Val!
Val and Sam have a family.
Val and Sam have kids.

Val and Sam have to work.
Work can be good.
Work can be bad.
Work can be good and bad.
Val has good work.
The work at the lab is good.
Sam has good work.
Work in his cab is good.
Sam and Val hit good work.

Part 3



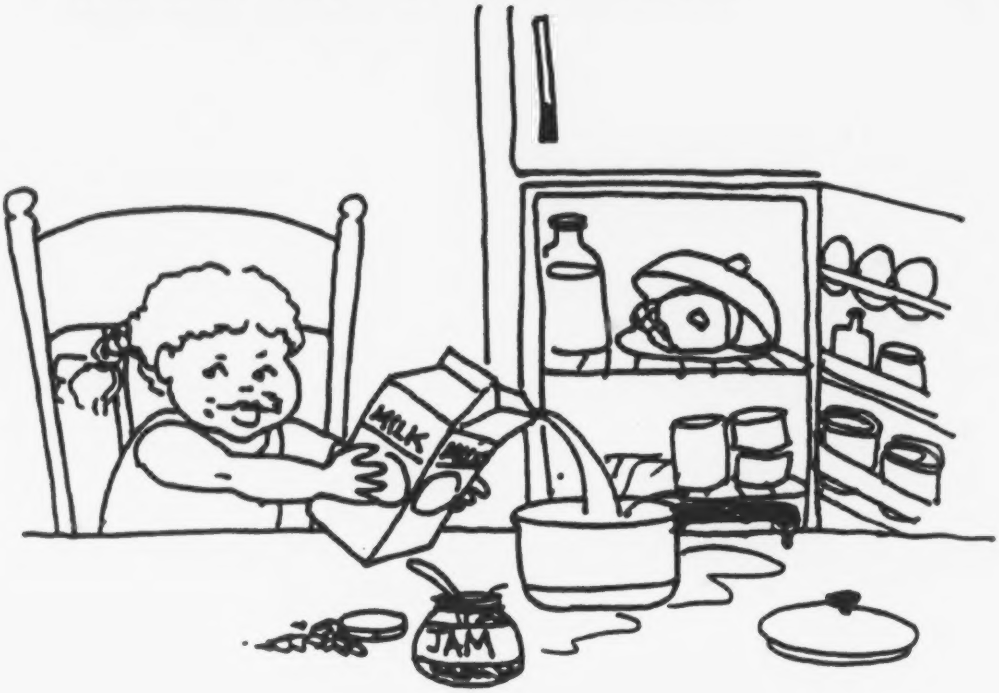
Nat hits the rim.
It is a miss.
Nat is mad.
Nat has to have it in.
This has to work!
It’s in!
Good work, Nat.

Nat did his bit.
Nat can win.
Nat is a good kid.

Part 4

Mag is at home.
This is Mag at home.
Mag hid the tin cans.
Mag hid the ham.
Mag hid the figs.
Mag hid the milk.
Mag hid the good jam.
Mag will mix the milk and the jam.
This kid has wit!
Mag did it.

This kid is work.
Val will have to fix this kid!

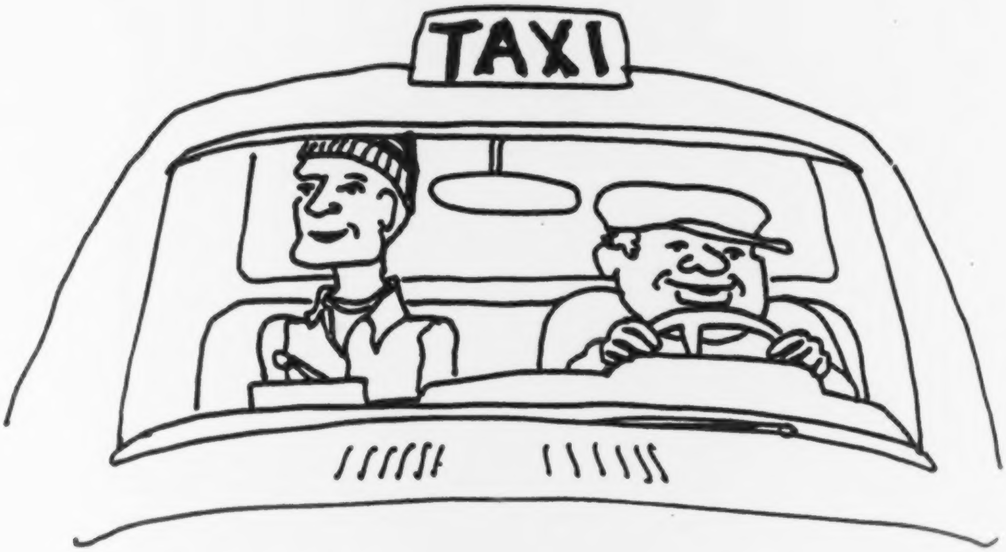

MILK
MILK
JAM

CHAPTER FOUR

Part 1

Val will fix ribs.
Ribs is a good dish.
Val can fix good ribs.
Sam will work with Val.
Sam can fix good fish.
Nat will mash the yams.
Mag will work with Nat.
The family will have ribs and fish and yams.
This family will have a bash!

Part 2



I am Sam.
This is my cab.
I wish I had a good shift.
I have to work 3 to 11.
That is a bad shift.
My family has to have cash.
I have to work this shift.
I work with a good man.
His name is Al.
I work with Al in my cab.

Al is a good chap.
That is my man Al.
Al is a bit thin.
I am with Al in my cab.
Al and I have a good chat.
I can catch a nap.
I thank Al.

CHAPTER FIVE

Part 1

Sam and Al are in the cab.

They are in the cab.

It is the 3 to 11 shift.

Sam and Al catch a whiff of ham and ribs.

Which dish shall Al and Sam have?

They will shift and nab a bit.

The cab tips.

The cab is in the ditch!

Sam and Al will catch it.

Sam said to Val, "The cab is in the ditch."

Val said to Sam, "Are you in the ditch?"

"I am in the ditch," said Sam.

"Al is with the cab."

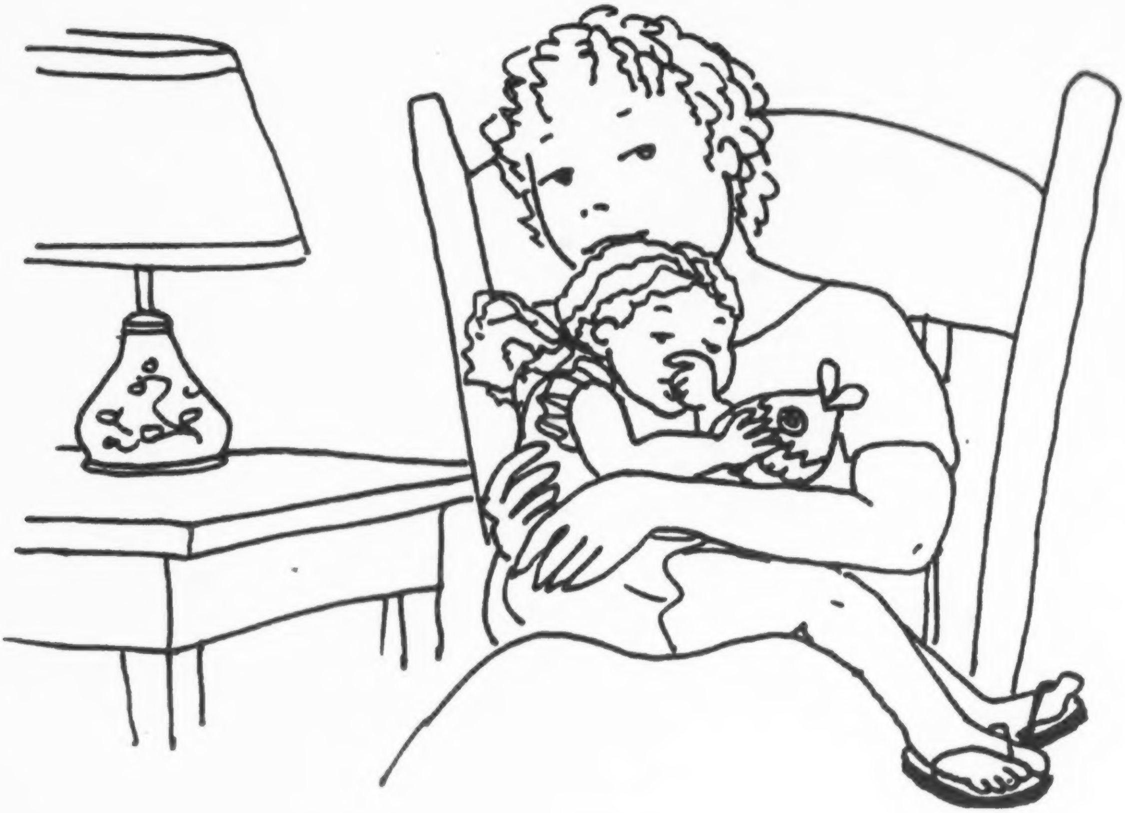
"Which cab are you in?" said Val.

"The tan cab," Sam said.
"Al is with the cab.
The cab will not work.
I will be home."
"You will catch it!" said Val.

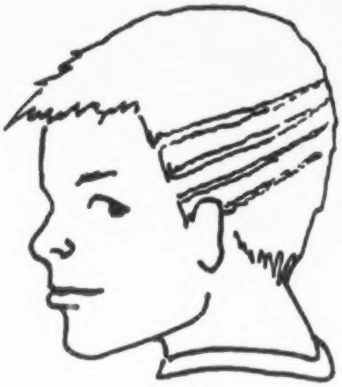
Part 2

Mag is with Val.
They are at home.
Mag said, "Mother, will I have a bath?
And which fish can I have?"
Val said, "You have a rash.
If you have a bath, you will catch a chill."
"I am mad," said Mag.
"I have to have a bath.
I have to have a bath and a fish."

"I am the mother," said Val.
"You are the kid.
You can not have a bath.
And that is that."
Val shifts.
"You can sit on my lap and have a fish."
"Thank you, mother," said Mag.



Part 3

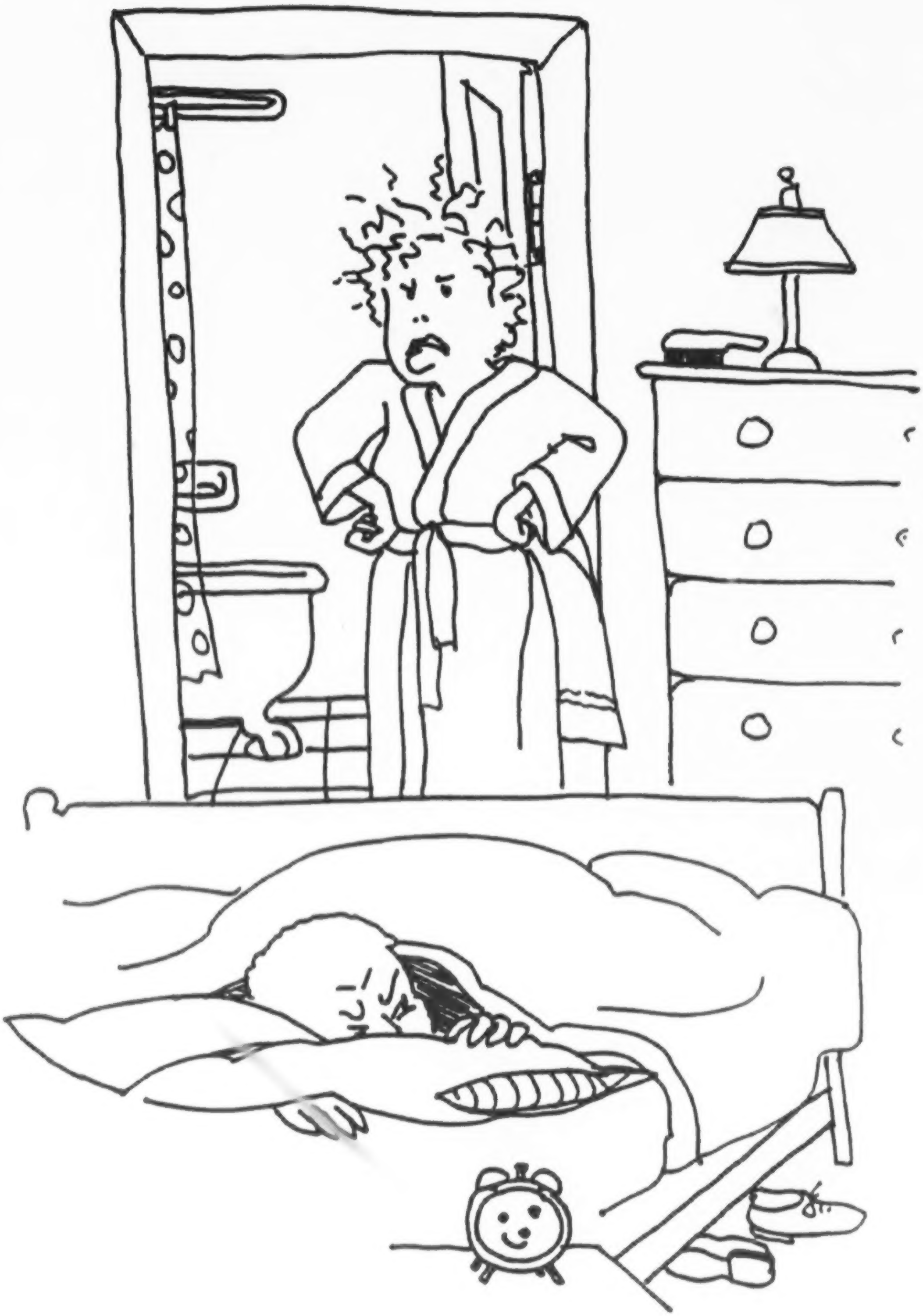


This is Sid.
Sid is Nat's pal.
Nat and Sid are pals.
They are good pals.
Nat is at bat.
It is Sid's pitch.
The pitch is to Nat.
It is a good pitch.
Wham!
Nat whacks the pitch.
It is a good hit.
Did Sid catch it?

It hits Sid's chin!
Nat will dash.
Sid lags.
Nat wins.
"Nat is my good pal," said Sid.
"I can live with that!"

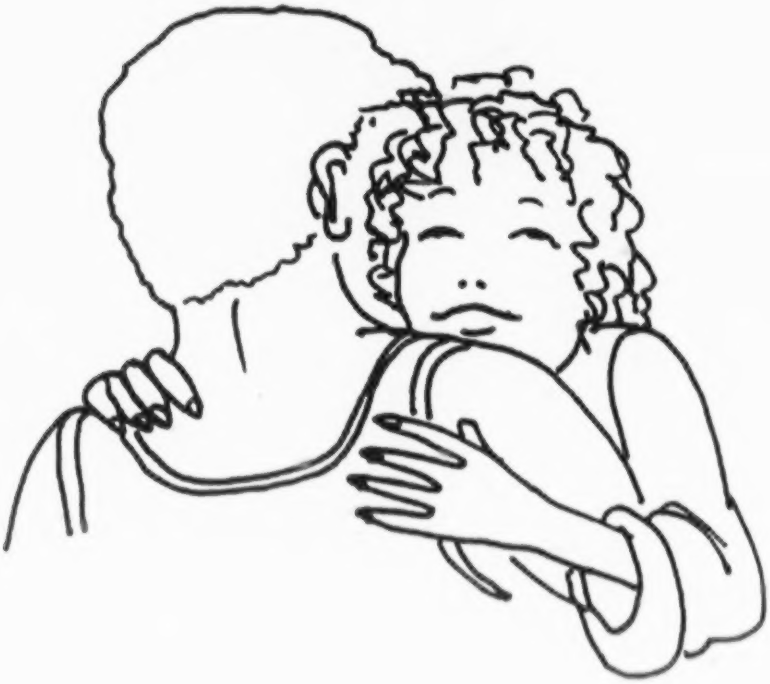
CHAPTER SIX

Val is up.
Val will have a bath in the tub.
She will have her bath.
Sam is not up.
Val will fuss at Sam.
She will fuss at him.
And Sam will fuss back at Val.
He will fuss at her.
Val will bug him.
Sam will bug her.
Val is mad. Sam is mad.
Will Val go to her work in a huff?
"Fuss, fuss, fuss!" said Sam.
"Yack, yack, yack!"
"Shut up, Sam!" said Val.
"You are a bum."
"And you are a nut," said Sam.
Sam is mad. Val is mad.

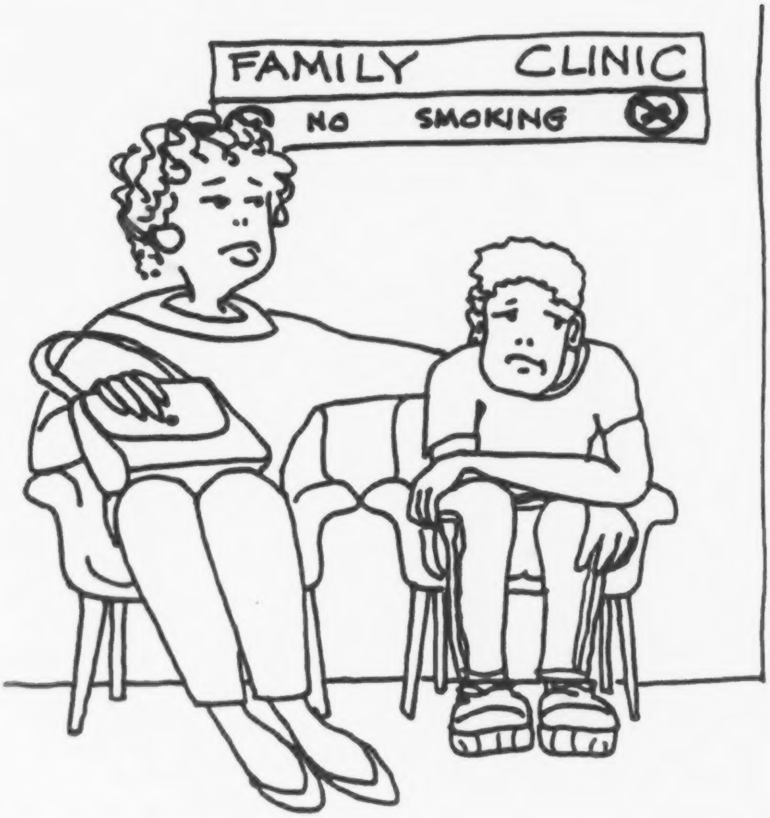


He is mad at her.
She is mad at him.
(A lull.)
“But Sam, this is not good,” said Val.
“This is not good,” said Sam.
“Have a hug, Sam!” said Val.
“A good, big hug,” said Sam.
“And a kiss, Sam,” said Val.
“This is fun,” said Val.
Val hugs Sam. Sam hugs Val.
She hugs him. He hugs her.
Sam and Val have to go to work.
They run to the bus.
They go to work.
They go from home to work on the bus.

Sam will go to his work.
Val will go to her work.
They are not mad.



CHAPTER SEVEN


FAMILY CLINIC
NO SMOKING

Nat is sick.

"I am sick," Nat said to Val.

"Are you sick?" said Val.

"We will go to the clinic," said Val.

"Come with me to the clinic," she said.

"And I am sick," said Mag.

"I have a cut. Can I come to the clinic?"

“You are not sick, Mag,” said Nat.

“You **wish** you were sick.”

Mag has a hug from Val.

Mag is a cut-up.

Mag will have to be at home with Sam.

“Good luck at the clinic,” said Sam to Nat.

Val and Nat go from home to the clinic.

It is a family clinic.

They are at the clinic from 9 to 12.

“I am sick of the clinic,” said Nat.

They come back home from the clinic.

“We must have lunch!” said Val.

“Lunch will be good if you are sick.”

Nat is not as sick.

The lunch is good.

CHAPTER EIGHT

Sam is in the cab with his chum Al.
The cab is in a rut.
The cab is in the mud.
The cab has dug a rut.
The mud is thick.
The cab chugs.
The cab will not run.
"I am sick of this cab, Al," said Sam.
"This cab will not work."
"Back up," said Al.
The cab will not back up.
"We must jack it up," said Sam.
The cab will not go up.
Sam and Al go from the cab.
They will have to go back to work on the bus.
Sam will have to have a hug from Val, and a good bath in the tub.
And Al will go home and have a back-rub.

CHAPTER NINE

Mag and Val are at lunch.

They sit at lunch.

They chat and have this and that for lunch.

“Mom, can I have a doll?” said Mag.

Val nods.

She is up for a shop with Mag.

“You can have a doll,” said Val.

“Come with me to go shop for a doll.”

Val and Mag will go to a doll shop.

Mag will pick one doll.

Val and Mag go from home to the bus stop.

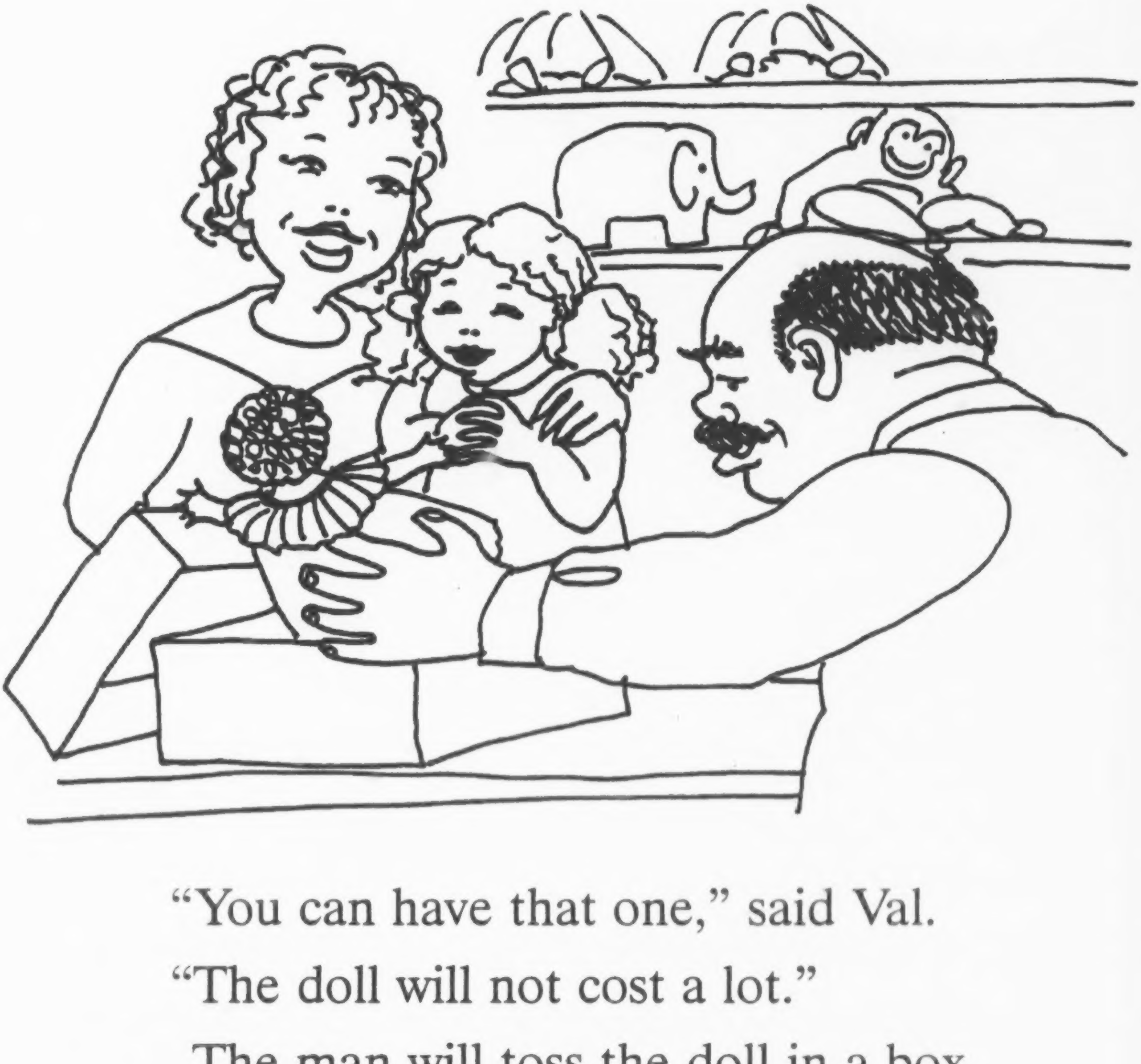
They hop on the bus.

They hop off at the doll shop.

They go in.

“This is a good doll, Mom,” said Mag.

“Can I have this one?”



"You can have that one," said Val.
"The doll will not cost a lot."
The man will toss the doll in a box.
"The box has to have a top," said Val.
"You got it," said the man.
"The box will have a top."

Val and Mag go home on the bus.

“Thank you, Mom,” said Mag.

“You are a good Mom.”

“Mag, will this doll have a name?” said Val.

“Her name will be Roz,” said Mag.

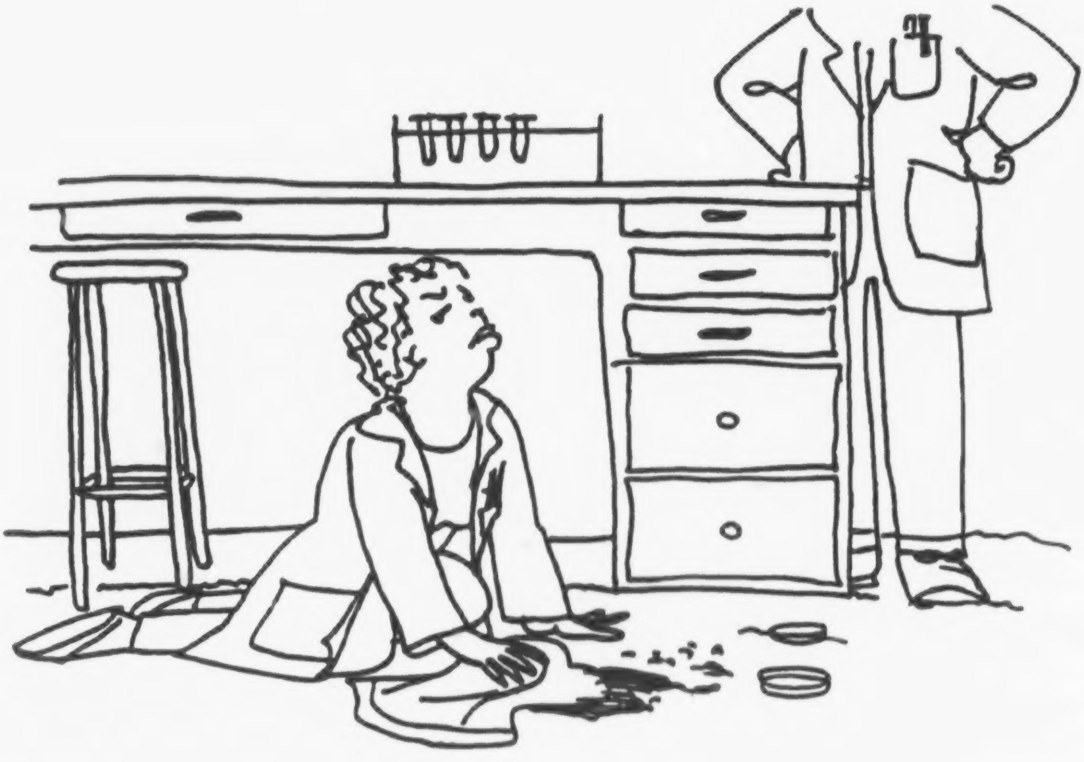
“That is a good name,” said Val.

“I have one doll Sal.
This one is Roz,” said Mag.

“Gosh, Mag, **you** are a good mother!” said Val.

“If I am to be a good mother, we must shop for a doll for Nat, and a truck for you!”

CHAPTER TEN



Val is at work in the lab.
She is on the job.
Val has a boss.
His name is Tom.
Tom is not bad, but he can have fits.
Val has to mix a lot.

Val is in a bit of a fog.
The top comes off the dish.
Val has to mop up.
Val's boss Tom comes.
"What is this on the rug?" huffs Tom.
"Bad job, Val."
He is mad at Val.
Val bit her lip.
("I wish he rots," thinks Val.)
"I know," said Val to Tom.
"I was in a fog.
I will mop it up.
The rug will be O.K. in a bit."
("What a bum," she thinks.
"Off my back!
Shall I fuss back?
No.")
Tom comes back.
"I was not so hot," said Tom.

"I had to fuss a bit."

"It is O.K., Tom," said Val.

"We have to fuss.
If you have kids, you know!"

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CHAPTER ELEVEN

Sam and Val and Mag were at home.

It was six.

Nat ran in.

"Mother! Dad! Can I go to Sid's?

Can I go home with Sid?

Ben and Ted will be at Sid's.

And can we see 'Hit Man' on television?

It is **bad**! It is a **thrill**!"

Val said, "When your dad and I were kids, we did not see much television.

Yet we got kicks and thrills.

I know television can be good.

But it can be bad.

It is kill, kill, kill.

Sex, sex, sex.

'Hit Man' is trash.

No, you can not see 'Hit Man.'"

"But Mom, I beg you, let me see it," said Nat.

"I bet Sid's mother and dad will let us."

Sam said "I am with your mother.
Tell Sid's mom you can not see 'Hit Man.'
Trash is not good for you.
Plus, your bed is a mess.
Pick up the mess on your bed."

"This is the pits!" yells Nat.
"You are no fun!
What a dull Mom and Dad!
I am fed up!
I will run to Sid's.
I will live at Sid's."

"Hush, Nat," said Val.
"I know you are mad.

But you must not be fresh.

Let me chat with your dad."

(A lull.)

"O.K., Nat," said Sam.

"If you pick up your mess, you can go to Sid's.

You can not see 'Hit Man,' but you can pick two that are not trash.

Check them with us.

Two for one.

Is that O.K.?

Will that work?"

"Yes, thanks, Mom and Dad," said Nat.

"You are O.K.!

I will be back at ten."

"Kids," said Sam, "Kids and television.

Kids are O.K., but television can rot."

"I have it!" said Val.

“Let’s un-plug the television.

Let’s lock it up.

We will just plug it in when we know a good one is on.”

“Good plan, Val,” said Sam.

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CHAPTER TWELVE

It was Sunday.
Nat was at Sid's.
Val, Sam and Mag were at home.
"Today is Sunday," said Val.
"What shall we do?"
"Mag said "Let's go to the zoo.
Just the three of us."
"Good," said Sam.
"Quick, off we go."

They had a quick lunch.
Then they got on the bus.
They got off at the zoo.
Mag said "Let's go see the ducks.
The ducks will quack."
"You can run to the ducks," said Sam.
"We will catch up."
"Let her go," said Sam to Val.

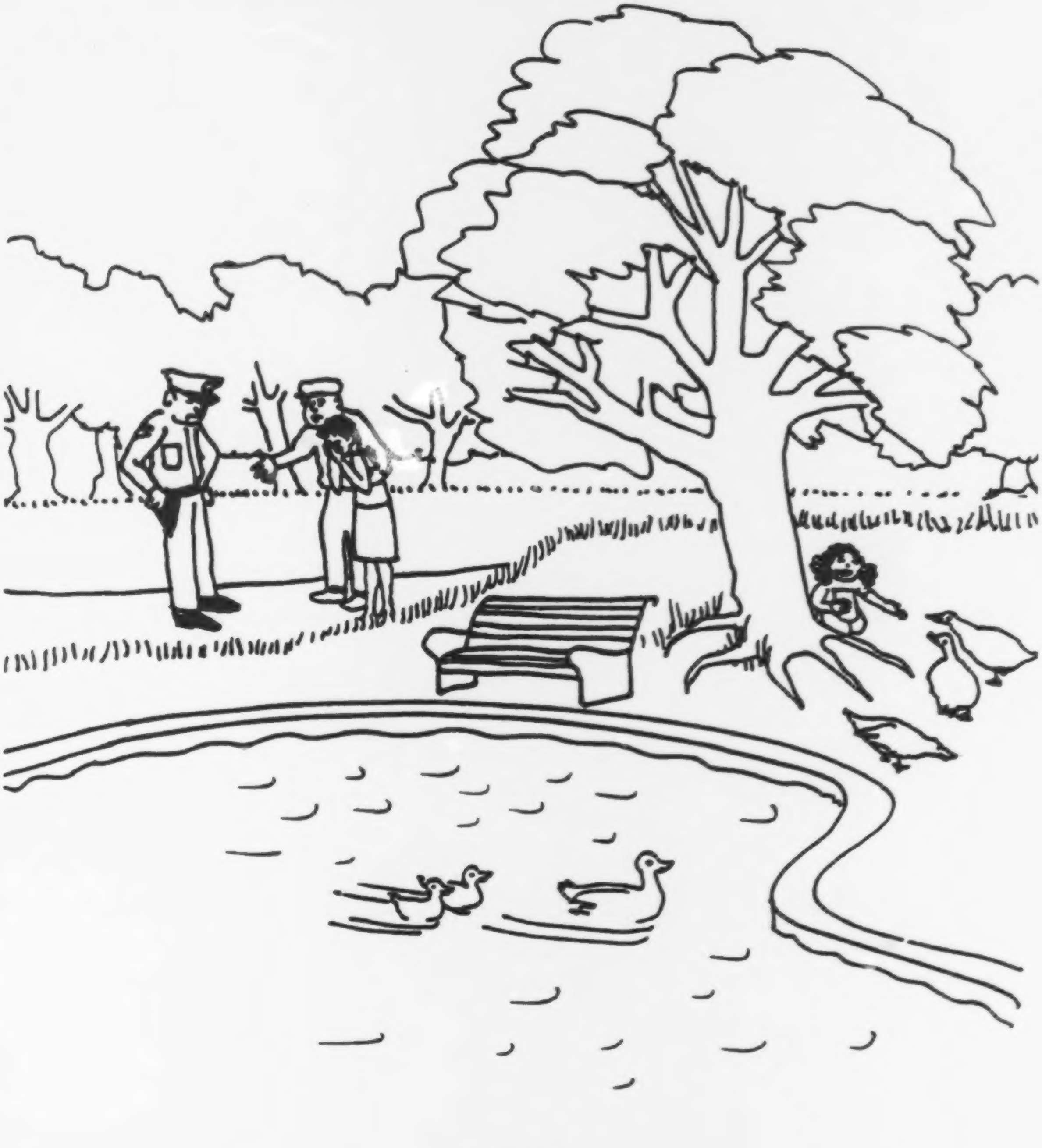
"Lag a bit with me.
Let's catch a quick hug and kiss!"
"You are a cut-up, Sam," said Val.
"It is fun today to be with you and just one kid."

When Sam and Val get to the ducks, they do not see Mag.
"Sam," said Val, "Mag is not with us."
"It's O.K.," said Sam. "She will come in a bit."

But Mag did not come.
Val had a fit.
"What have I done?" yells Val.
"Sam, I am a bad mother.
I let Mag run off!"
Val sobs and sobs.
"Quick, Sam, get a cop!
We must get on television and beg for her!

No one must kidnap her!
I will not quit till we get her!"

Up comes a big cop.



His name is Quinn.
"Can I help you, miss?"
"I lost my Mag," sobs Val.
The cop will quiz Val.
"When did you see her last?
Did she go back home?"

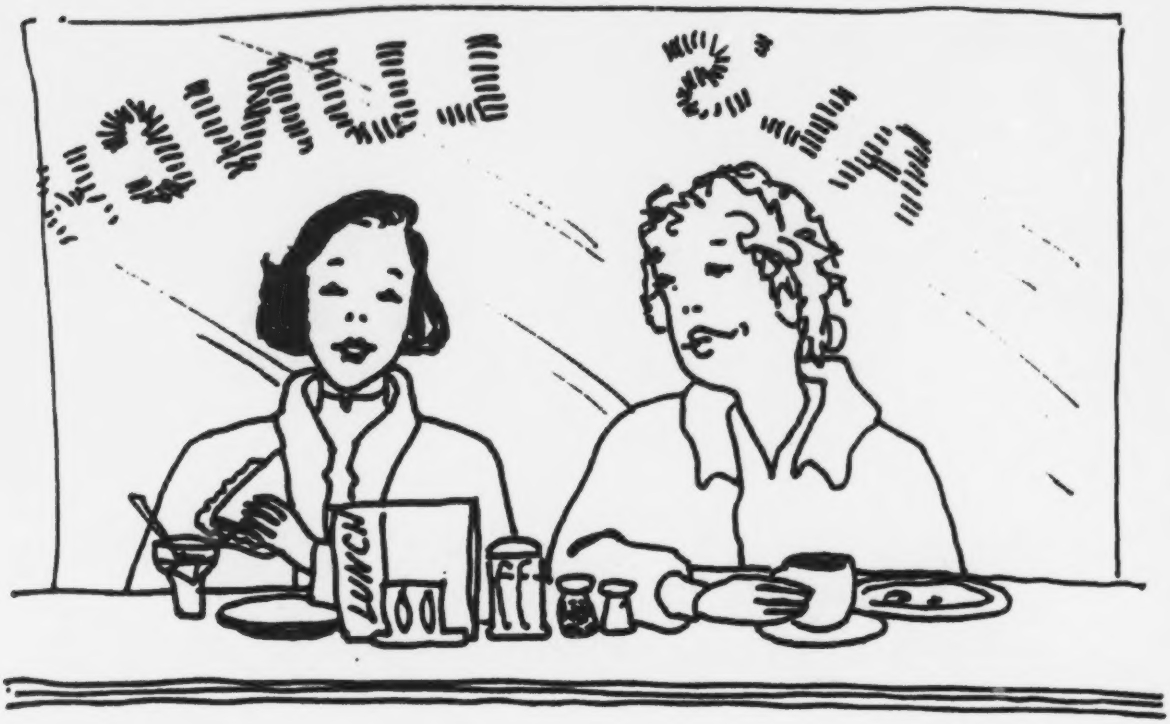
Then up comes Mag.
"What a big cop!" she yells.
"Mom and Dad, what is this cop for?"
"Is this your kid?" asks the cop.
"She was just to the left of the ducks.
Did you not see her?"

Val bit her lip.
"Thank you for the help," she said.
When the cop left, Val said "Mag,
shall I kill you, or hug you?"

Val hugs Mag.
Val hugs Sam.

Sam hugs Val.
Sam hugs Mag.
Mag said “My, what a big cop!”

CHAPTER THIRTEEN



This is Beth Chang.

Beth works at the lab with Val.

Val and Beth are pals.

Beth has four kids.

That is a big family.

Beth is a good mother.

Beth has no man to help her with the family.

Beth will bring up the kids by herself.

But Val helps Beth a lot.

Val can sit for the kids.

She can go with Beth to the clinic when one of the kids is sick.

When Beth is at the clinic with one kid, Val can sit with three of the kids at home.

Val is a big help.

It is Monday.

Beth and Val are at lunch.

Tom the boss is sick at home.

Beth and Val love to go to lunch.

The two of them love to chat.

“I love my kids,” said Beth, “but it is a lot of work to do it by myself.”

“Do you wish you had a man?” asks Val.

“Not today!” said Beth. “But when it is three or four A.M. and the kids are sick, then I do.”

"Beth," said Val, "Sam has a pal.
His name is Al.
He works in the cab with Sam.
Al is a bit thin.
But I know Al.
He is a good man.
Come next Sunday to lunch.
Al will come as well.
We will see what comes of it."

"I will come," said Beth.
"But I have had lots of love.
I can sing a sad song.
Love can be fun.
Then love can be sad.
We will see."

When Val got home, she said to Sam,
"Let's fix up Beth and Al!
What a match!"

Sam said "O.K., I will ring up Al.

I will get him to come to lunch next Sunday."

(It is the next Monday.

Sam and Al are at lunch.)

Al sings a lot.

He is up, up, up.

"When I met Beth on Sunday, man, did we hit it off quick!

Do you think she can love me?"

(Monday, Val and Beth have lunch in the lab.)

"Did you have fun with Al Sunday?" asks Val.

"Yes," said Beth, "but Al is not my man.

He will be a good pal.

But the kids and I do well.

You are a big, big help.

And my mother is a big help.
I do not have to have a man at home.
I do not have to hang on to a man."

Val is back at home with Sam.
She is sad and upset.
She felt a pang.
Did she mess up?
Did she botch up a good match?
"Sam," she sobs, "the two of them did not hit it off.
They will just be pals."
Sam held up his hand.
"Stop, Val," he said.
"You did this on a whim.
You wish for Al and Beth to be in love.
But love is not quick.
Love can be a long shot.
Al is up for love, but Beth is not.

You do not know what will come of this.”

Val nods.

“Well, O.K., Sam.

I will let up.

I will not have a fit.

Come to think of it, you and I were pals when we met.

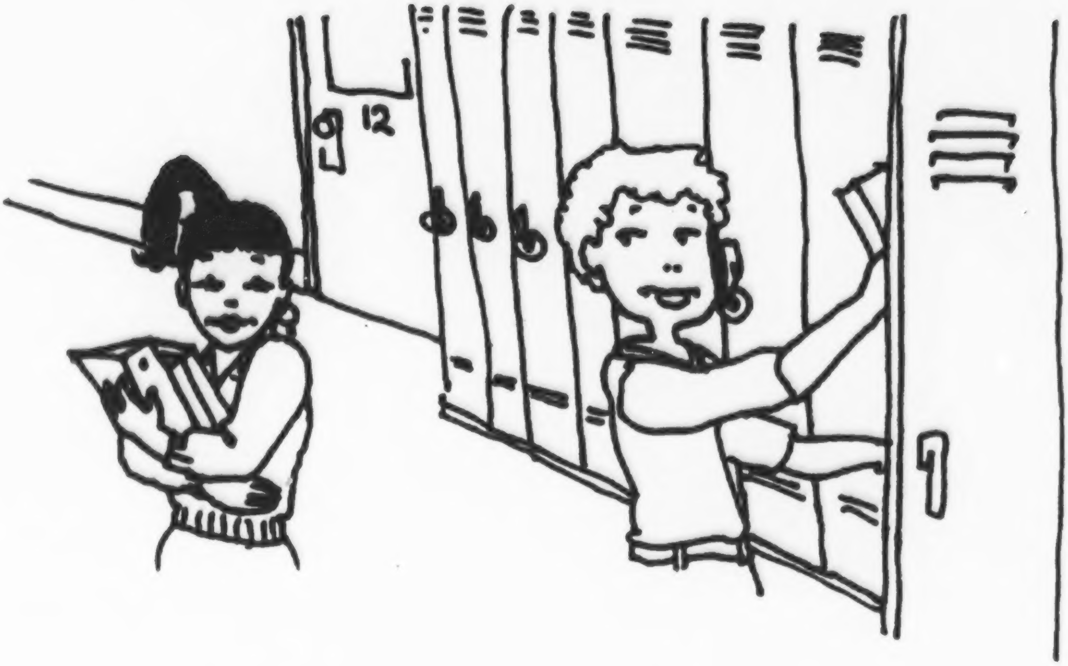
We did not rush into love.

And see what we have got today!

It is good for Beth and Al to be pals.

As Beth said, we will see.”

CHAPTER FOURTEEN



One of Beth's kids is Pam.
Pam is in school with Nat.
She is in his class.
Nat is 13, and Pam is 13.

It is Tuesday.
Nat is home from school.
It is five o'clock.
Val is home sick from work.

She is at the sink.
She has a dishrag in her hand.
“Mom,” Nat said, “Pam said I was a ‘hunk.’
What is a ‘hunk?’”
Val grins.
“We did not have ‘hunks’ when I was 13.
But I think it is good to be a hunk.
A hunk is a strong man.
I think Pam has a crush on you.”
Nat is red.
He runs to Sid’s.
Nat tells Sid, “Sid, I think Pam has a crush on me.
What shall I do?”
“Man,” said Sid, “it must be love.
Just act slick.
You lack spunk.
You have to wink at her.

Do not be such a punk.
Hang in, she will think you are O.K.
Slap me five!"

But Nat is sad.
"That is not a good tack, Sid," he said.
"**You** are slick.
And I **do** lack spunk.
I do not know when to act slick.
And I can not wink.
I know.
Let's go to the lot at school.
I bet I can do five dunk shots!"

Sid grins.
"O.K., I will let you off.
But one thing.
Do not think **Pam** will let you off!"

CHAPTER FIFTEEN

It is Tuesday at two or three A.M.

Sam is at work in his cab.

He is thinking this job is a snap.

He can work a lot, then slack off a bit.

At four A.M., he will have a snack, then snatch a wink or two.

All is well, thinks Sam.

Home in bed by five.

Home to my Val.

Sam does not know what he is in for.

He is passing the school, when a man flags him.

The man is a slob.

He does not act at all well.

He must be sick, thinks Sam.

I will pick him up and let him off at the clinic.

Sam stops the cab.

"Can I help you?" he asks the man.

The man slips into the back of the cab.

Then Sam sees the flash of the gun.

"Give me all your cash!" yells the man.

"If you do not, I will smash the glass and kill you!"

Just my luck, thinks Sam.

He knows he must think fast.

And act fast.

"O.K." he said, "Let me stop the cab.

I have to get the cash box.

I have to bend and get it next to my leg."

What shall I do next? Sam thinks.

Then he sees that he has one of Val's wigs with him.

He had said to Val that he can drop it at the wig shop so they can fix it.

The wig is red.

Sam bends to pick up the cash box.

But he slips on Val's wig.

When Sam comes back up, he flips back and quacks like a duck.

"QUACK, QUACK!!" yells Sam.

The man is in shock.

He flings up his gun and runs from the cab in a flash.

Sam just sits and sits for a bit.

I **will** see Val, he thinks. And Nat and Mag.

Then he runs fast to get a cop.

He does not think of the wig.

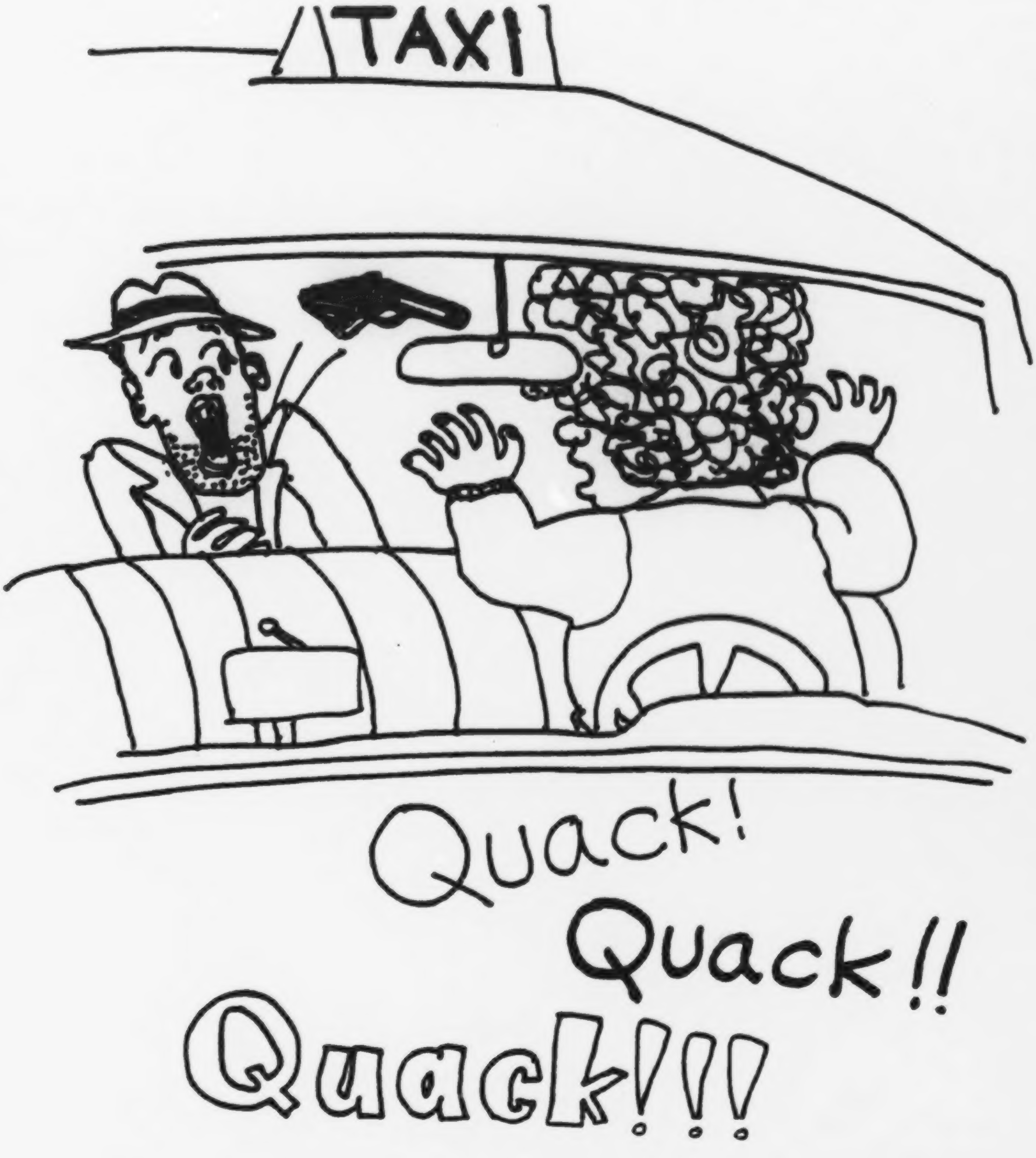
It is still on when he gets to the cop.

The cop sees Sam in the wig.

The cop is the one in shock.

He thinks "Who is this nut?"

Sam ends up in the lock-up.


TAXI
Quack!
Quack!!
Quack!!!

When Sam gets home, Val is up for work.

Sam flops onto the bed.

He is glad to see Val.
"Good shift at work, love?" Val asks.
"Good stuff to tell?"
If Val knows, she will flip, thinks Sam.
She will not let me work in a cab.
She does not have to know.

"Not much," said Sam. "Ran into a snag or two."

CHAPTER SIXTEEN

It is six A.M. on a Wednesday.

Val and Sam are up for work.

Nat and Mag are still in bed.

They do not have to get up for school until seven o'clock.

Sam is fixing lunch for the family.

He is stuffing lunch into the bags.

Val is helping.

Then the phone rings.

Val picks it up.

"Yes, who is it?

Mother, is that you?"

Sam drops the lunch bags.

"Mother, it is just six o'clock!

The kids are not up yet.

You are **what**?

You are getting on the bus to come see us?
When do you get in?
At four o'clock today?"

Sam gags on his food and drops his glass.

"Well, Sam can pick you up in his cab.
And you said you can be with us till next Tuesday?
Six days?"

Sam drops two cups and slips on them.

"O.K., Mom," said Val. "Sam will pick you up at four.
Have a good trip."

Val hangs up.
Sam is picking up glass and chips from the cups.

"Sam, are you O.K.?" Val asks.

"Oh, just tops," said Sam.

"Your mother is getting in at **four**?
You know it is work for me to be with your mother.
She blabs at me all day long.
She tells me what to do.
We clash, then I clam up."

"Oh, come on, Sam," said Val.

"You know we have to let her come."

"Well, we have to stock up on food, then.
All she does is stuff herself when she is with us," said Sam.

"Hush up, Sam," snaps Val.

"You know I love my mother."

"KIDS!!" she yells. "SEVEN O'CLOCK!"
Nat and Mag come in.

"Kids," Val said, "Gram is getting in at four o'clock today."

Mag jumps up. "Gram! Gram! We love Gram!"

Nat adds "She brings us good stuff.

She tells us a lot of things from when she was a kid.

And she lets us have food you do not let us have."

"You bet!" yells Mag.

"And she hugs us a lot and lets us sit on her lap.

And what a big lap she has!"

Sam thinks to himself, and what a big boss she thinks she is.

Sam gets back at five with Val's mother.

Her name is Tess Smith.

Tess does not just **come** in.

Tess **swishes** in.

She has on a long dress and a big Sunday hat.

She hugs the family, and lets Mag sit on her lap.

When they have had a bit of food, Tess stops.

"You know, Sam and Val," she said, "I was thinking.

When I come to see you, I blab at Sam, and he clams up.

I boss Val, and I stuff myself.

I have a plan.

I can be at home with the kids.

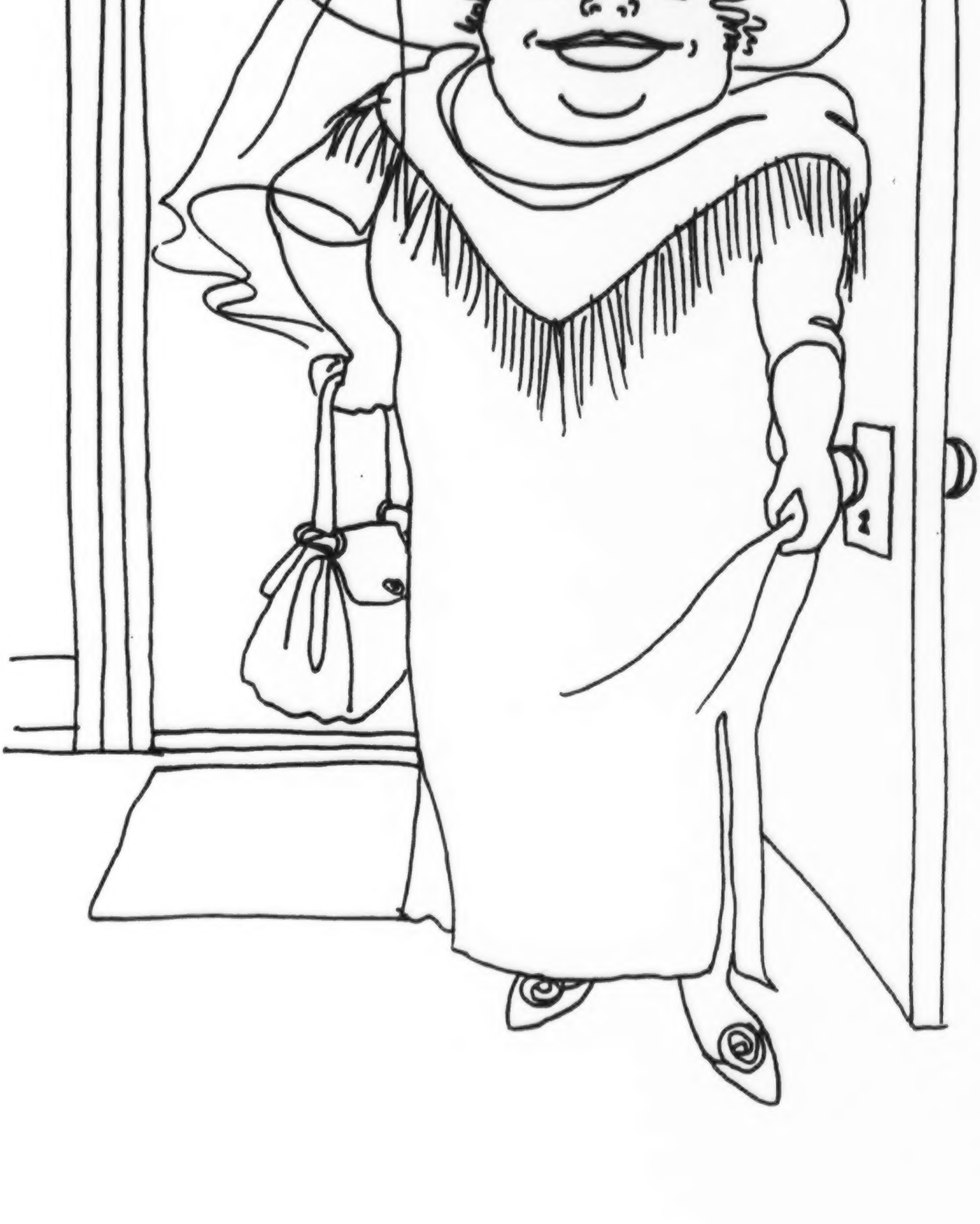
You two go off and have fun."

Sam drops his glass. "**What**?" he said.

"Hush up, Sam," said Val.

"Let me quick get on a dress and let's go!"

Val and Sam go off to a club.



They do the "Twist."

They have a lot of good food.

They hug and kiss a lot.

They do not come home till one o'clock.

"Did you two have fun?" asks Tess.

"You bet," said Sam, as he hugs Tess.

"I love you, Mom. You have class," said Sam.

This will be a good visit, he thinks.

CHAPTER SEVENTEEN

Nat sits at lunch.

He is upset.

His food sits and sits on his dish.

"Why are you such a crab, Nat?" asks Mag.

"Hush, Mag," said Val.

"Let Nat be.

Nat, why are you so glum?"

"Well," said Nat, "It is Sid.

Last Thursday, Sid skipped school.

He got drunk.

He picked up a brick.

Then he dropped the brick in the path of a trash truck.

The truck did not crash, but it went into a skid and slid on the grass.

The man in the truck was mad.

He grabbed Sid and dragged him back to the truck.

Sid said it was just a prank.

But the man got the cops.

Sid had to go to court."

Val is upset.

"What is it with you kids today?

Why did Sid go and do that?

Sid is a good kid.

You are a good kid.

Nat, I do not want you to drink.

I do not want you to mess with crack.

If you do, you will end up in court with Sid."

"Oh, let's go to court!" yells Mag.

"I can see the big man in the black dress and the wig."

"It's not a dress and a wig, Mag," said Nat.

"That is just on television.
Mom, you do not have to get upset.
You must not lump me with Sid.
I know all that stuff you said.
I do not plan to mess up.
I plan to do well in school, and then go to work.
You can trust me.
I am just mad at Sid for messing up.
I am going to go phone him to see if he is back from court."

It is eight o'clock.
Mag is in bed.
Nat is doing his homework.
Val is still upset.
She rings up Sam at work on his cab phone.
She tells him Sid was in court today.
"Sam, today kids just drift from one thing to the next.

They do not know what to do next.

They do not know what it is all for.

The mother and dad have to work.

No one is at home when the kids get off the school bus.

They do not get love.

They do not get good food, or good rest.

All they do is sit in front of the television.

They do not have work to do for the family.

Then they ask, why live?

And we ask why they drop out and mess up.

I can think of one, two, three, four, five, six, seven, eight kids on this block who have had to go to court.

And did one of the kids on the block kill himself?

What can we do, Sam?"

"Hang on, Val.
You are at home, I am at work.
You are all upset.
Get a grip on yourself.
Nat is O.K. We can trust him.
When I get home, let's sit and think it out."

Val hangs up the phone.
She will come up with a plan.
Sam comes home.
He gets himself a dish of food.
Then he and Val sit.
Val tells Sam her plan.
She will phone all the families on the block.
The mothers and dads will come to Val and Sam's home to plan for the kids on the block.

Val will fix food for them.

Nat and his pals will go fix up the block, and get big bucks for the work.

Then they will come back to Nat's for food.

"We will see if all this can help," said Val.

"That's my Val," said Sam.

"You are good at thinking up plans."

CHAPTER EIGHTEEN

Val comes home from work.
Sam is at work in his cab.
Nat and Mag are at home.
"Hi, Nat," said Val.
"Thank God it's Friday!
I am sick of work.
I had to scrub glass all day.
I just want to sit and sit."
Val wants to flop on the bed.
But Mag runs up, and springs on to Val's lap.

"Let me sit on your lap, Mom!" yells Mag.
Nat is mad.
"Scram, you shrimp!" yells Nat.
"Let Mom be!"

Then Mag hit Nat.

Nat struck her back.
“Stop it!” yells Val.
“Stop this fighting!
In this family we do not fight.
We do not hit.
Dad does not have a strap.
Just stop, and let me rest!”
Val wants to thrash Nat and Mag.
But she thinks to herself, be strong.
She shuts it all out for a bit.
One, two, three, four, five, six, seven, eight, nine, ten.
Then she lets it all out in a rush.
That helps.
Nat and Mag have stopped fighting.
They go off to split a drink.
Oh well, Val shrugs.
Friday at home!

CHAPTER NINETEEN

A family has just come to Sam and Val's block.

They will live next to Sam and Val.

The family's name is Sanchez.

At lunch, Val said to Sam "I want to welcome the Sanchez family.

Let's have a party for them next Saturday."

Val sends Mag to let all the block know.

She sends Nat to hunt for a gift.

He comes back with a red lamp.

Sam will get a band to come next Saturday.

Val phones Beth to tell her to come, and Sam tells Al.

Nat and Mag fight to be the one to go ask the Sanchez family to the party.

"Nat, you can tell them," said Val.

Mag felt bad.

"Why does Nat get to go?" asks Mag.

She sulks.

"I want to go with you, Nat," she yells.

"But she is a pest," said Nat.

"Come on, Nat," said Sam. "Do not fight.

Let her go with you.

She will not act up, will you Mag?"

Nat and Mag run fast to see the Sanchez family.

Luz Sanchez is at home.

She is the mother.

She will be glad to come to the party next Saturday.

She thanks Nat.

"You must have a good family," she said to Nat with a grin.

"The best!" yells Mag.

Nat blushes.
He jumps on Mag.
“Hush, Mag, you must not brag,” he hisses.
Luz Sanchez has a big grin.
“I have some kids just like you.
They fight just like you!
They will be in school with you.
This block will be fun.
See you next Saturday.
Tell your mother I will bring food.”

The next Saturday, the party gets going at five o’clock.
The Sanchez family brings a big dish of hot food.
All the rest of the block brings food and drinks.
All the kids on the block come.
They have a blast.
The band has the block jumping.

Nat gives the Sanchez family the red lamp from his family.

The Sanchez family is thankful.

"Thank you all. This lamp will go well with all we have."

Sam and Val and Beth and Al tell Luz and her husband Bill that they are welcome.

Al sits next to Beth and gets food for Beth and hands Beth her drink.

Beth thinks to herself, I am fond of this man.

Val sees what is going on.

She winks at Sam.

A good welcome to the Sanchez family, and a good step up for Beth and Al.

What a good party!

CHAPTER TWENTY

It is Monday at nine A.M.

Beth comes in to the lab.

She is pale and upset.

"Things are bad with my mother," she said to Val.

"She can not last long.

I came in just to tell Tom.

I must go be with my mother."

"You go and I will tell Tom," said Val.

"Phone me at work or at home if I can help."

Beth left, and Tom came in.

Val said to him "Beth's mother is sick.

Beth had to go be with her."

Tom said "Oh, well, Fate gets us all in the end.

We all have one leg in the grave.

Did I tell you I had a friend who was in a plane crash?"

Val thinks to herself, just what I wanted to know.

What a grump Tom is.

What a sad sack.

He is no help at all.

Val gets home from work, and the phone rings.

It is Beth.

She is sobbing.

"I have lost my mother, Val," she said.

"I hate death.

Why did death have to take her?

We are all helpless when death comes."

"Beth," said Val, "Your mother had a lot of love from you up till the end.

And she gave you all her love.

No one can take that from you.

I will get on the bus.

Hang on till I come."

"Nat," said Val, "Take care of Mag till I get back.

Phone Luz Sanchez if you want help."

Nat and Mag go to tell Luz Sanchez.

"What a shame," said Luz.

"I do not know Beth, but I want to help out.

Take this cake to Beth.

I just made it.

It is good and fresh."

The wake is on Thursday.

Val and Sam and Nat go, but not Mag.

Al is at the wake.

He sits next to Beth and has her hand in his.

Beth is grateful for all the love.

Pam is out of school till Monday.

When she comes back, Nat stops her.
“Pam, I am sad you lost your grandmother.
Take this.
I wanted to give it to you.
It is my best soft rock tape.
It is all I can think of to give you.”
Pam hugs Nat.
Nat blushes.
Just then, Sid comes past.

“Man, you must have made the grade,” he winks.
“Shut up, Sid,” said Pam.
“Nat has class.
He and I are just friends.”

CHAPTER TWENTY-ONE

Sam and Al are in the cab on Monday.

"You drive, Sam," said Al.

"I am in bad shape.

You know I have a bit of a problem with wine.

I drink quite a lot of wine.

It is not good for me.

I want to quit.

I want to lick this problem.

I have to get a grip on myself.

I want to quit for myself, and for Beth.

If I do not quit, things will pile up.

I have a friend Mike who just went to A.A.

He likes the 12 Steps."

Sam said "I was going to tell you the same thing.

You can drink yourself to death.

But you have to want to stop yourself.

I am glad you came to it yourself.

You are my friend, and I hate to see you slide."

Al said "If I shape up, do you think Beth will be mine?"

"Al," said Sam, "If you ask me, you can not be such a hick.

Beth has class.

You have to shape up, or she will tell you to take a hike.

Take it from a friend.

I think she is getting to love you, but you have to take care.

You have to shave that chin all the time, not just on Saturdays.

And you have to get rid of your hat."

"Oh, no, not my hat," grins Al.

That Tuesday, Al picks up and goes to A.A.

He likes it a lot.

He dumps all the wine at home into the sink.

He stops getting wine at the store.

When Al next comes to work, Sam is shocked.

No hat.

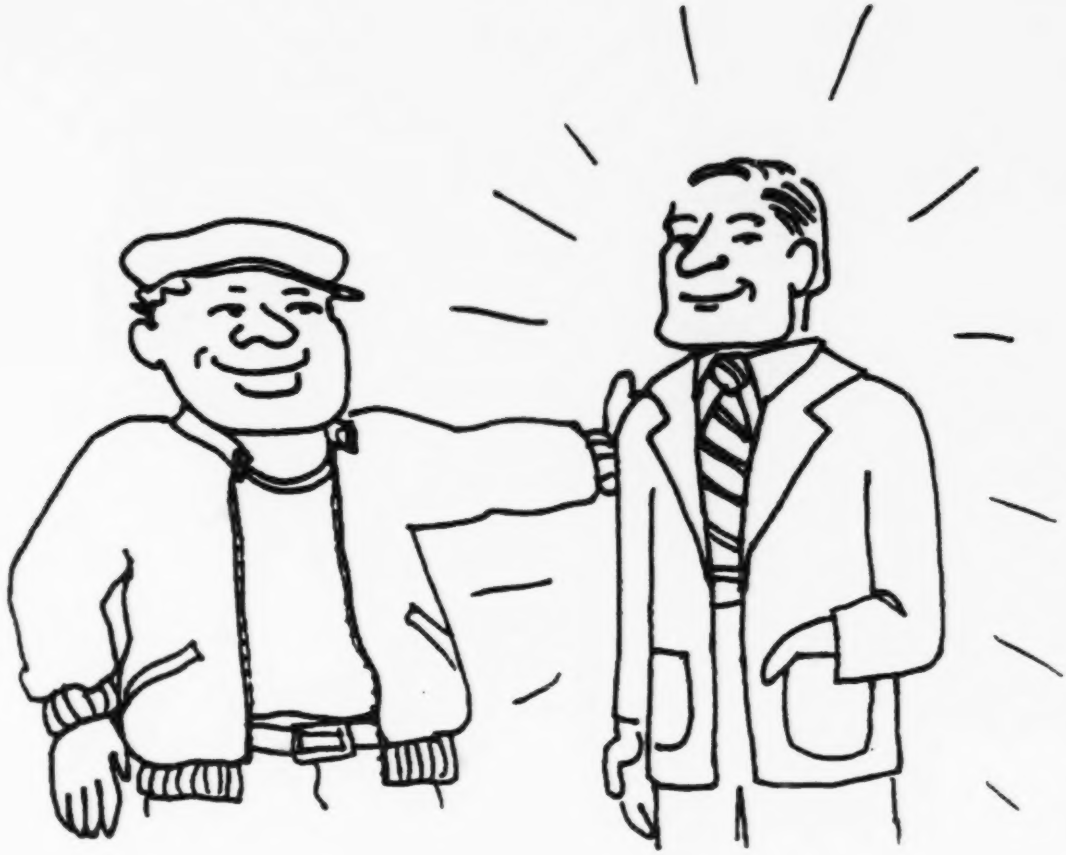
No stink of wine.

Al's self just shines.

"Man, do I like this Al!" sings Sam.

"You win the contest!

Let's go for a ride!"



CHAPTER TWENTY-TWO

On Saturday, Val woke up late.

She had wanted to get rid of all the mess at home before lunchtime.

She got on her robe, and got out the mop.

Val picked up the mess.

She dusted the whole place.

Then she mopped and mopped.

She worked herself to the bone.

Sam came home from work, dropped into bed, and began to snore.

“This is the pits,” griped Val.

“I can not cope with all this work.

This dump can get along fine without me for awhile.

I think I will dress up and go out.

I will poke a bit of fun at Sam.

This will be a good joke.

I am going out to see the world.
We will see if Sam gets up before I come back."

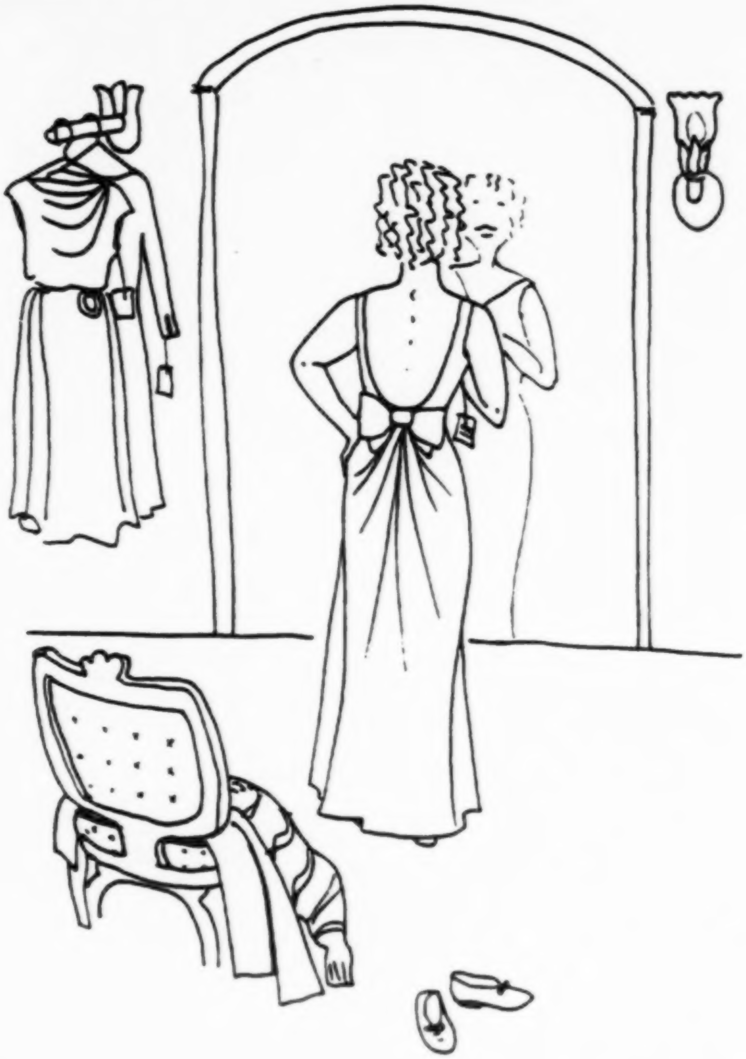
Val dropped a note on the bed.
The note said "I am going to Rome.
The plane lands in Rome on Sunday at nine o'clock.
Take good care of the kids.
I will be back in time for work on Monday."

Val tiptoed out.
She went to the store.
She spent the whole time in the store.
She had a big lunch.
She ate a cone.
She got a rose for herself.
She tried on lots of clothes.
It was quite late when she got back.
Sam was on his last snore.

When he woke up, Val was ripping up a note.

"What in the world are you doing?" asked Sam.

"Just ripping up my ticket to Rome," grinned Val.



CHAPTER TWENTY-THREE

Sam and Val have Saturday, Sunday and Monday off.

Saturday they wake up late.

Sam lies in bed and hums a tune.

"Do you know, Val, you are quite cute?" grins Sam.

"Cut it out, Sam," said Val.

"You know, you fuss and fume a lot, but I think you are a fine dude yourself."

Sam said "As a rule, I do not hug before lunch time, but I can drop that rule for you!"

Just then Mag runs in and jumps on the bed.

"Mom, Dad, let the shade up!

It's lunch time!

I want lunch!

Get me lunch!"
"Oh well," said Sam to Val.
"Just our luck. Life intrudes!"

CHAPTER TWENTY-FOUR

This will be quite a long chapter.

Are you all set?

Sam and Val and Nat and Mag have two pets.

One pet's name is Pete.

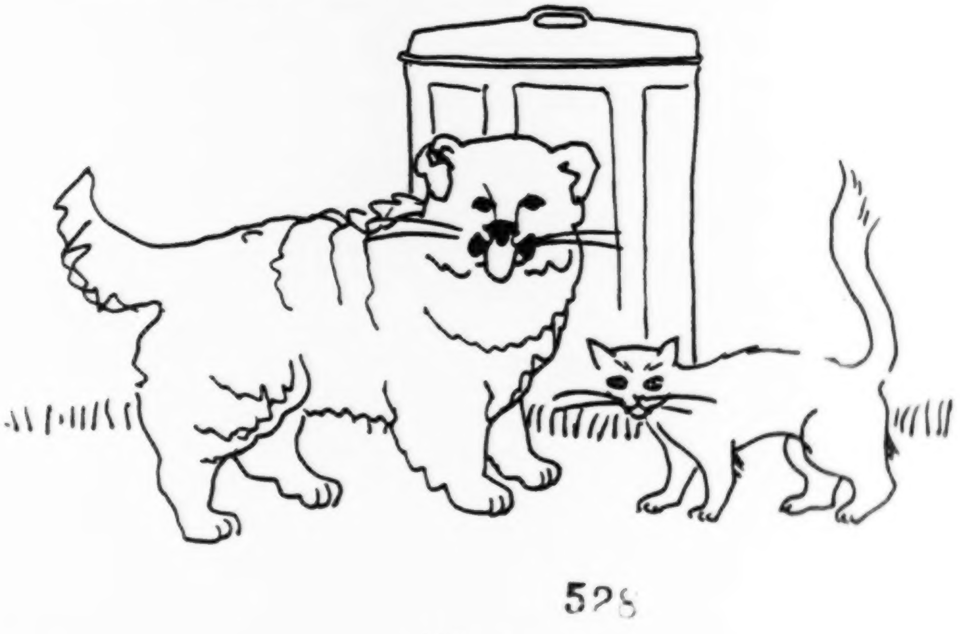
Pete is a dog.

And one pet's name is Zeke.

Zeke is a cat.

These are the two pets.

Here they are:



CHAPTER TWENTY-FIVE

Nat and Pam are sitting on Nat's steps.

It is a hot evening.

They are sipping drinks and chatting.

"Let's think of wishes," said Nat.

"What do you wish for, Pam?"

"I wish we had a world with no death," said Pam.

"And no sadness.

I wish all the kids in the world had a home.

I wish my grandmother were alive.

And I wish I had a dad."

"Do you think Al will be your dad?" asks Nat.

"Who knows," said Pam.

"I think my mother loves him.

But she does take her time.

What do you wish for, Nat?"

"Well, I wish Mag were not such a pest," said Nat.

"She takes a lot of my mother's time."

"Do you wish your mother had more time to spend with you?" asked Pam.

"Yes," said Nat. "I wish she did not have to work.

I do not like to be home myself when I come home from school.

But then I know my mother has to work.

I know she loves me.

She takes the best care of us that she can.

I have a good mom and dad, and Mag is not bad.

What I wish for most of all is that the world will be a safe place for my family and friends."

"That's a good wish, Nat," said Pam. "Let's hope."